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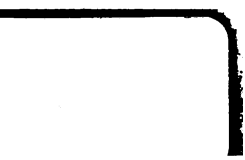
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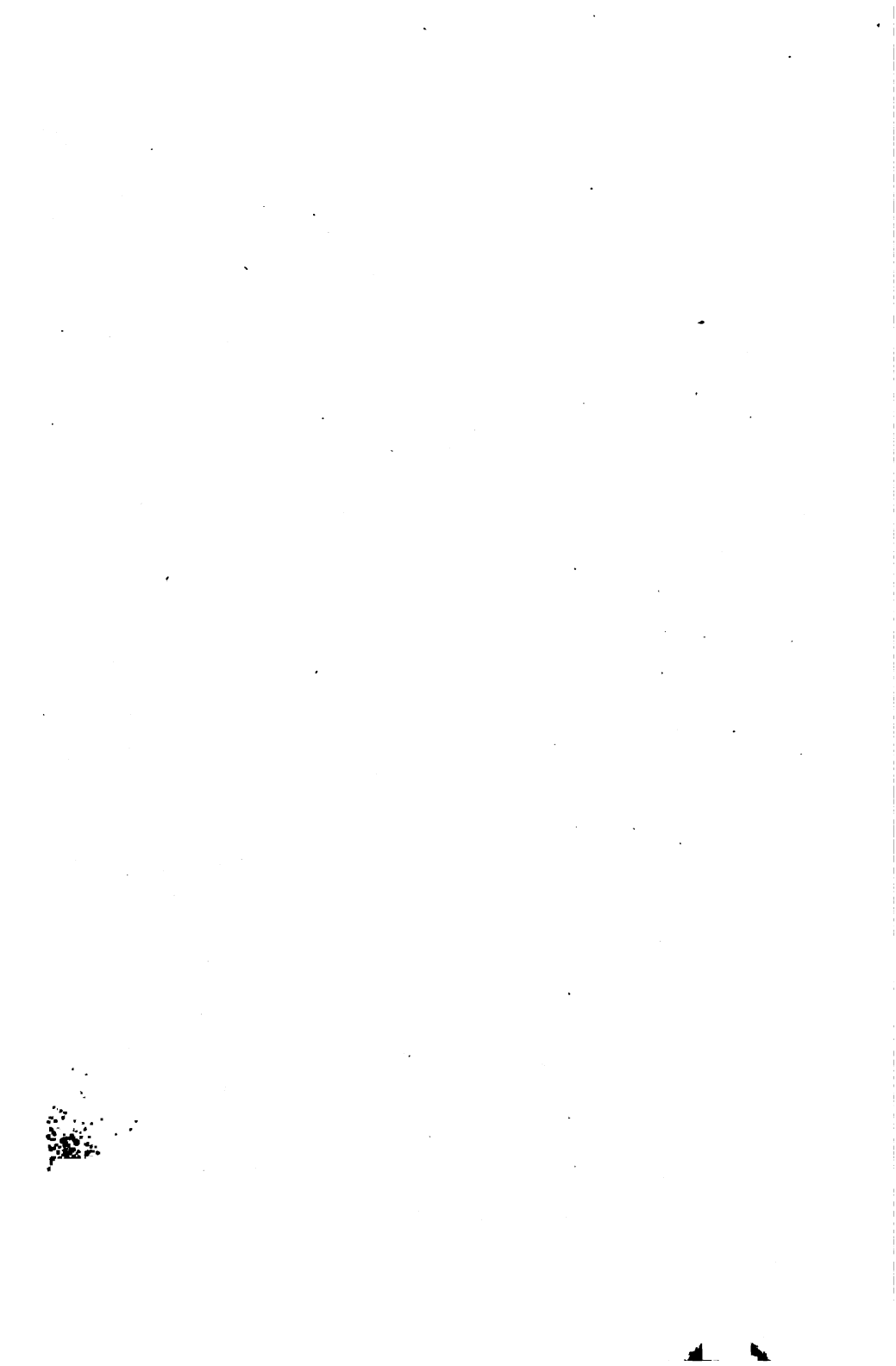
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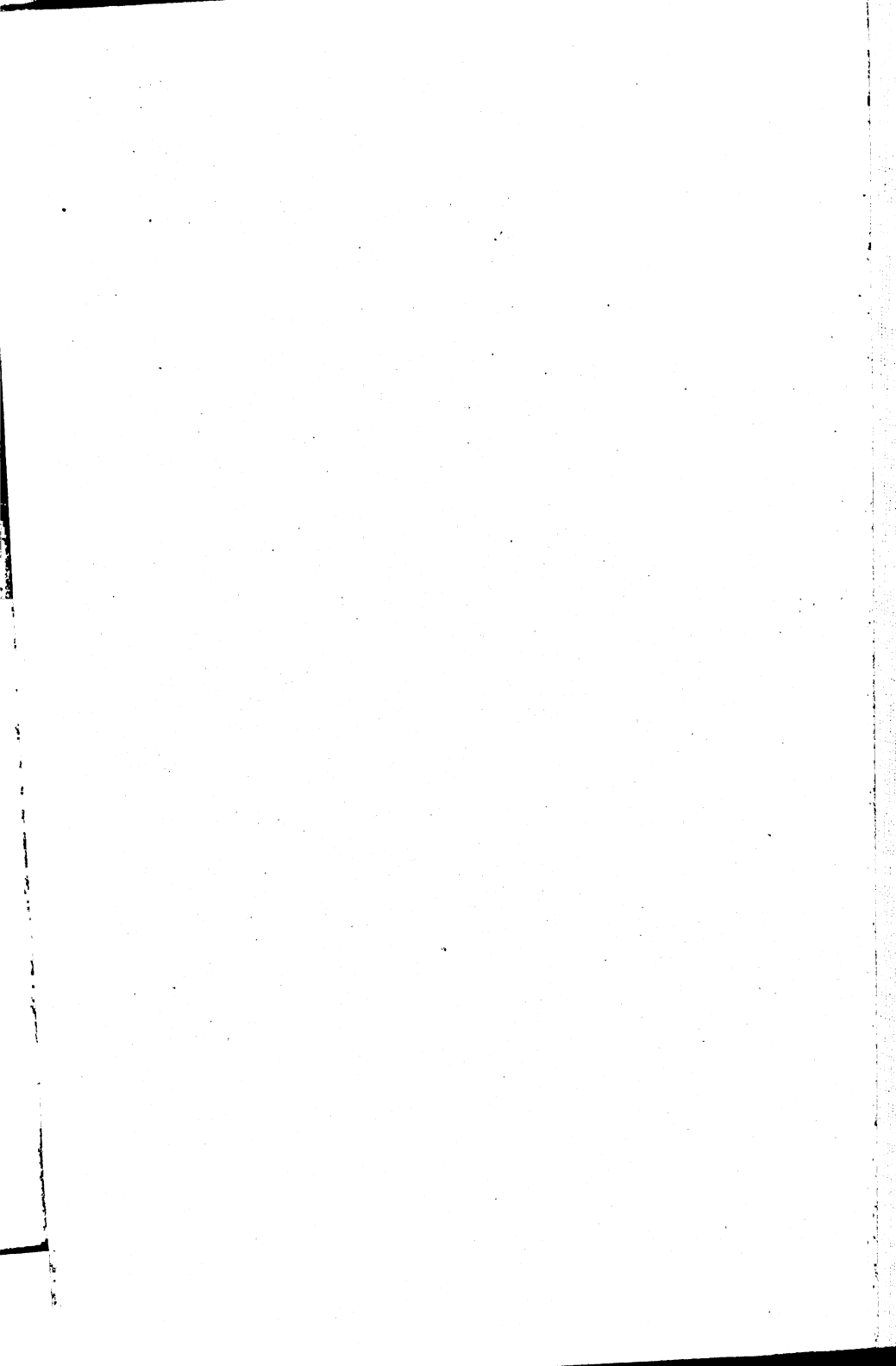
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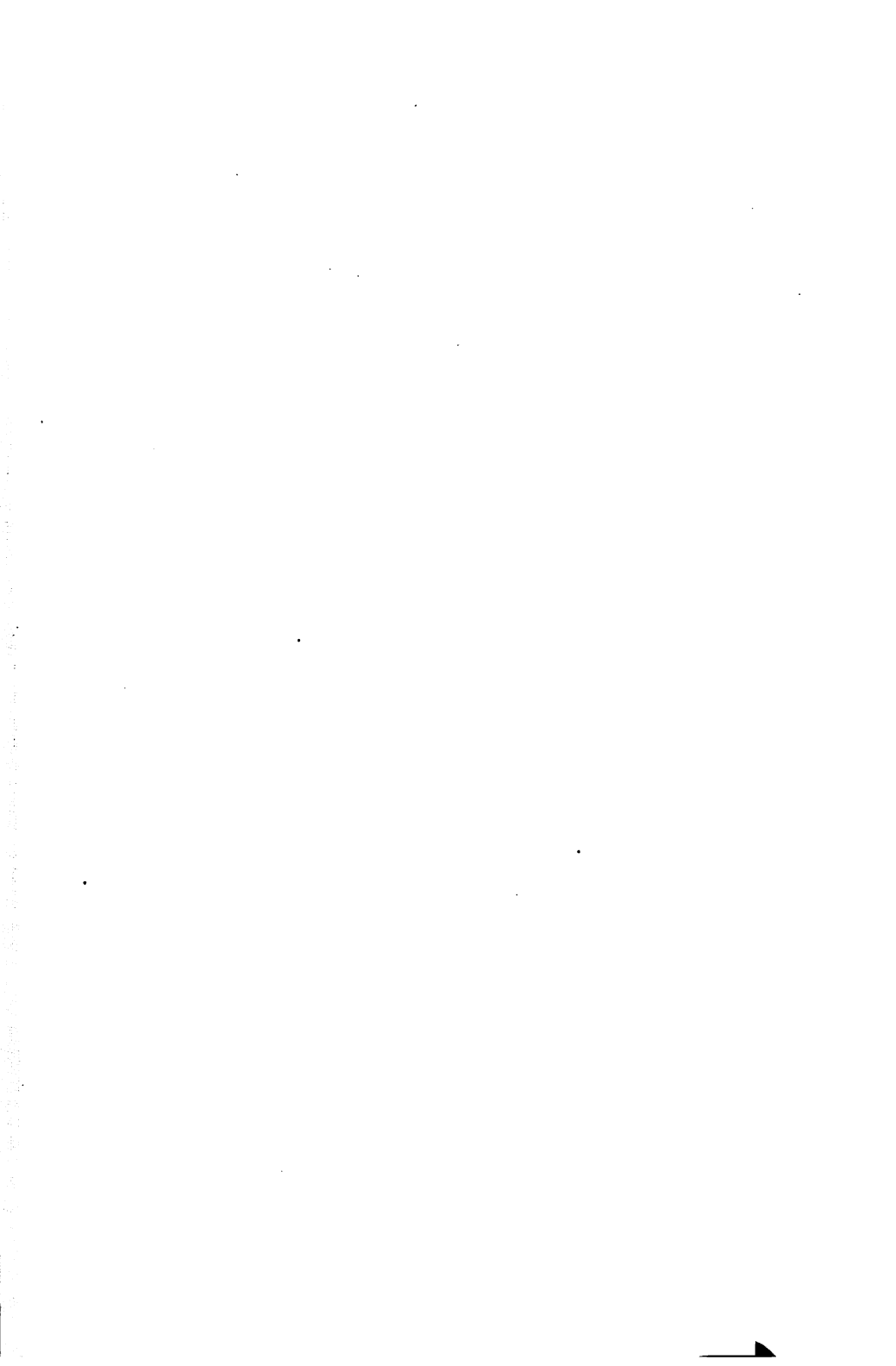


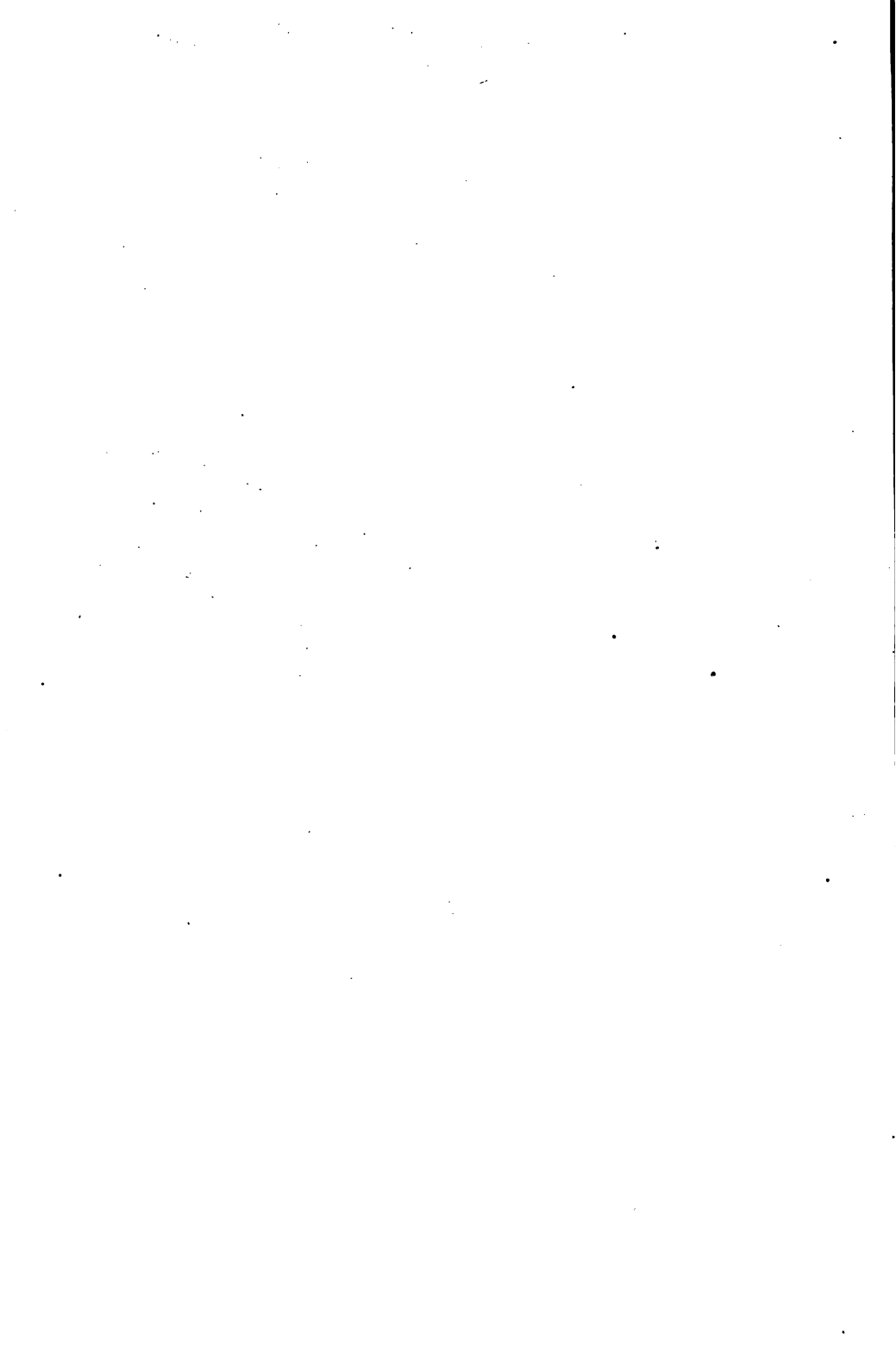
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Chicago  
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ROBERT A. WALLER HIGH SCHOOL—ORCHARD AND CENTER STREETS.

PUBLIC SCHOOLS  
OF THE  
CITY OF CHICAGO

FORTY-FIFTH ANNUAL REPORT



OF THE

BOARD OF EDUCATION

FOR THE

*94/1899*

YEAR ENDING JUNE 23, 1899

1900

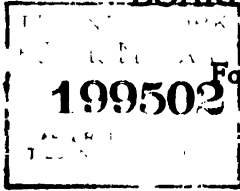
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# BOARD OF EDUCATION



For the Year 1898-99.

GRAHAM H. HARRIS, *President.*

THOMAS GALLAGHER, *Vice-President.*

W. A. S. GRAHAM, *Secretary.*

NAME.	ADDRESS.	TERM EXPIRES.
THOMAS BRENNAN,	216 Reaper Block, Clark and Washington Streets,	- 1899
DANIEL R. CAMERON,	73 Lake Street,	- 1899
ALFRED S. TRUDE,	Room 15, No. 79 Clark Street,	- 1901
CHRISTIAN MEIER,	Room 42, No. 70 La Salle Street,	- 1899
GEORGE E. ADAMS,	Room 914, Temple Building,	- 1899
H. H. GROSS,	Room 434, Rookery Building,	- 1899
CLAYTON MARK,	Twenty-sixth street and Blue Island Avenue,	- 1899
JOSEPH H. STRONG,	Room 26, 115 Monroe Street,	- 1899
MRS. CAROLINE K. SHERMAN,	1538 West Monroe Street,	- 1900
JOHN T. KEATING,	Room 33, 66 Dearborn Street,	- 1900
THOMAS GALLAGHER,	241 South Sangamon Street,	- 1900
BERNARD F. ROGERS,	154 La Salle Street,	- 1900
JESSE SHERWOOD,	6328 Harvard avenue,	- 1900
GRAHAM H. HARRIS,	Room 1013, 59 Clark Street,	- 1900
JOSEPH S. SCHWAB,	84 La Salle Street,	- 1900
MRS. ISABELLE O'KEEFFE,	4857 Michigan Avenue,	- 1901
JOSEPH DOWNEY,	Room 407, No. 132 La Salle Street,	- 1901
W. S. CHRISTOPHER,	406 Center Street,	- 1901
C. R. WALLECK,	544 Blue Island Avenue,	- 1901
F. J. LOESCH,	Room 305, Ashland Block,	- 1901
AUSTIN O. SEXTON,	Room 26, No. 163 Randolph Street,	- 1901

XEROX COPY  
 OF  
 THE  
 ORIGINAL

## STANDING COMMITTEES FOR 1898-99.

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### SCHOOL MANAGEMENT.

Messrs. Brennan, Sherwood, Adams, Mrs. Sherman, Messrs. Keating, Cameron, Loesch, Mrs. O'Keeffe, Messrs. Trude, Sexton, Gallagher and Schwab.

### JANITORS AND SUPPLIES.

Messrs. Gallagher, Mark, Sexton, Keating and Cameron.

### BUILDINGS AND GROUNDS.

Messrs. Rogers, Downey, Mark, Sherwood, Gallagher, Cameron, Sexton, Loesch and Walleck.

### FINANCE.

Messrs. Downey, Mark, Gross, Rogers and Schwab.

### JUDICIARY.

Messrs, Sexton, Adams and Schwab.

### SCHOOL FUND PROPERTY.

Messrs. Sherwood, Trude, Mark, Downey, Strong, Walleck and Sexton.

### HIGH SCHOOLS.

Mrs. Sherman, Messrs. Trude, Gallagher, Mrs. O'Keeffe, Messrs. Adams, Schwab and Meier.

### MANUAL TRAINING.

Messrs. Mark, Christopher, Loesch, Downey, Sherwood, Gross and Walleck.

### SPECIAL FUNDS.

Mr. Cameron, Mrs. Sherman, Messrs. Christopher, Gross and Meier.

### DRAWING.

Messrs. Schwab, Strong, Mrs. Sherman, Messrs. Walleck and Meier.

### MUSIC.

Messrs. Loesch, Strong, Mrs. Sherman, Messrs. Schwab, Meier and Trude.

### GERMAN.

Messrs. Adams, Strong, Mrs. Sherman, Messrs. Loesch and Trude.

### PHYSICAL CULTURE.

Messrs. Meier, Sherwood, Mark, Walleck and Christopher.

### COMPULSORY EDUCATION.

Messrs. Trude, Loesch, Mrs. O'Keeffe, Messrs. Christopher and Keating.

### NORMAL SCHOOL.

Messrs. Keating, Sherwood, Mrs. Sherman, Messrs. Gallagher, Rogers, Strong and Sexton.

### RETRENCHMENT AND REFORM.

Messrs. Gross, Cameron, Keating, Downey and Schwab.

### RULES.

Messrs. Walleck, Loesch, Downey, Sexton and Rogers.

## SUPERINTENDENTS, SUPERVISORS AND BUSINESS OFFICIALS, 1898-99.

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E. BENJAMIN ANDREWS, - - - - -	Superintendent of Schools
ALBERT G. LANE, - - - - -	Ass't Superintendent of Schools
EDWARD C. DELANO, - - - - -	Ass't Superintendent of Schools
ALBERT R. SABIN, - - - - -	Ass't Superintendent of Schools
ELLA F. YOUNG, - - - - -	Ass't Superintendent of Schools
LESLIE LEWIS, - - - - -	Ass't Superintendent of Schools
JAMES HANNAN, - - - - -	Ass't Superintendent of Schools
A. F. NIGHTINGALE, - - - - -	Ass't Superintendent of Schools
ALFRED KIRK, - - - - -	Ass't Superintendent of Schools
WILLIAM W. SPEER, - - - - -	Ass't Superintendent of Schools
GUSTAV A. ZIMMERMAN, - - - - -	Modern Languages
HERMAN HANSTEIN, - - - - -	(High School) Drawing
JOSEPHINE C. LOCKE, - - - - -	(Grammar and Primary Grades) Drawing
GABRIEL KATZENBERGER, - - - - -	(High School Grades) Singing
ORLANDO BLACKMAN, - - - - -	(Grammar Grades) Singing
AGNES C. HEATH, - - - - -	(Primary Grades) Singing
HENRY SUDER, - - - - -	Physical Culture
THEODORE J. BLUTHARDT, - - - - -	Compulsory Education and Sanitation
ELLEN C. ALEXANDER, - - - - -	Kindergartens
R. F. BEARDSLEY, - - - - -	Manual Training
MARY McCOWEN, - - - - -	Schools for Deaf
DANIEL J. McMAHON, - - - - -	Attorney
*W. A. S. GRAHAM, - - - - -	Clerk and School Agent
JOHN A. GUILFORD, - - - - -	Business Manager
THOMAS J. WATERS, - - - - -	Chief Engineer
GEORGE G. CUSTER, - - - - -	Auditor
JOHN W. FOSTER, - - - - -	Superintendent of Supplies
W. B. MUNDIE, - - - - -	Architect

\*Was succeeded by Louis C. Legner July 13, 1899.

## COMMITTEES ON SCHOOLS, 1898-99.

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### CHICAGO NORMAL SCHOOL.

MESSRS. JOHN T. KEATING, JESSE SHERWOOD, MRS. CAROLINE K. SHERMAN  
MESSRS. THOMAS GALLAGHER, BERNARD F. ROGERS, JOSEPH  
H. STRONG AND AUSTIN O. SEXTON.

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### HIGH SCHOOLS.

MRS. CAROLINE K. SHERMAN, MESSRS. ALFRED S. TRUDE, THOMAS GALLAGHER,  
MRS. ISABELLE O'KEEFFE, MESSRS. GEORGE E. ADAMS.  
JOSEPH S. SCHWAB AND CHRISTIAN MEIER.

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### ENGLISH HIGH AND MANUAL TRAINING SCHOOL

MESSRS. CLAYTON MARK, W. S. CHRISTOPHER, F. J. LOESCH, JOSEPH DOWNEY,  
JESSE SHERWOOD, H. H. GROSS AND C. R. WALLECK.

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### DISTRICT No. 1.

MESSRS. ROGERS, ADAMS AND CHRISTOPHER.

Agassiz,	Greeley, Horace,	Mulligan,
Alcott,	Hamilton,	Nettelhorst, Louis,
Arnold,	Hawthorne,	Newberry,
Audubon,	Headley,	Prescott,
Belle Plaine Avenue,	Knickerbocker,	Ravenswood,
Blaine,	La Salle,	Rogers Park,
Bowmanville,	Lincoln,	Rose Hill,
Burley, Augustus H.	McPherson,	Schneider, George,
Goudy, W. C.	Morris,	Thomas, George H.

## DISTRICT No. 2.

### MESSRS. SCHWAB AND SEXTON.

Adams, J. Q.	Kosciusco,	Peabody.
Andersen,	La Fayette,	Schiller,
Armour Street,	Manierre,	Sheldon,
Carpenter,	Mitchell, Ellen,	Talcott,
Columbus,	Motley,	Trumbull, Lyman,
Franklin,	Oak Street,	Washington,
Hoyne, Thomas,	Oakley Avenue,	Wells,
Huron Street,	Ogden.	Wicker Park.
Kinzie,		

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## DISTRICT No. 3.

### MESSRS. LOESCH, MEIER AND HARRIS.

Avondale,	Goethe,	Nash, Henry H.
Bancroft,	Irving Park,	Nixon, Wm. Penn.
Bismarck,	Jefferson Park,	Norwood Park,
Brentano,	Langland,	Pulaski,
Burr,	Linne,	Ryerson,
Cameron, D. R.	Logan,	Von Humboldt,
Chase,	Lowell,	Waubansia Avenue,
Darwin, Charles R.	Moos, Bernhard,	Yates, Richard.
Drummond,		

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## DISTRICT No. 4.

### MRS. SHERMAN, MESSRS. GALLAGHER AND CAMERON.

Brown,	Hayes,	Montefiore,
Calhoun,	Irving,	Polk Street,
Central Park,	Jackson, Andrew,	Scammon,
Crerar, John,	Jefferson,	Skinner,
Dore,	King,	Sumner,
Emerson,	Lawson, Victor F.	Tennyson,
Ericsson, John,	McLaren, John,	Tilden,
Goodrich,	Marquette,	Tilton.
Grant,	Marshall,	

### DISTRICT No. 5.

MESSRS. DOWNEY, MARK AND WALLECK.

Blue Island Avenue,	Frœbel,	Pickard,
Brainard,	Garfield,	Rogers,
Bryant,	Gladstone,	Smyth, John M.,
Chalmers, Thomas,	Hammond,	Swing, David,
Clarke,	Howland, George,	Throop,
Cooper,	Jirka, Frank J.,	Walsh,
Corkery, Daniel J.,	Komensky,	Washburne,
Eighteenth Street,	Lawndale,	Whittier,
Farragut,	Longfellow,	Worthy, John.
Foster,	Medill,	

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### DISTRICT No. 6.

MESSRS. TRUDE, SHERWOOD AND MRS. O'KEFFFE.

Barnard, Alice L.	Everett,	Kershaw,
Bass, Perkins,	Fulton,	McAllister,
Beale,	Graham,	O'Toole,
Brenan, Thomas,	Greene, Nathanaël,	Parkman,
Brighton,	Hancock,	Raster, Hermann,
Buckley,	Hedges,	Seward,
Burroughs,	Hendricks,	Sherman,
Chicago Lawn,	Hoerner,	Shields,
Coleman,	Holden,	Wentworth, D. S.
Earle, Charles Warrington,	Holmes,	

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### DISTRICT No. 7.

MESSRS. KEATING AND GROSS.

Auburn Park,	Hartigan,	Park Manor,
Brownell,	Harvard,	Ray,
Burnside, Ambrose E.,	Healy,	Scanlan,
Carter,	Kenwood,	Sheridan, Mark,
Cornell,	Kozminski, Charles,	Sherwood,
Curtis, George Wm.,	Lewis, Champlain,	Van Vlissingen.
Ellis Avenue,	McClellan,	Ward,
Fallon,	McCosh,	West Pullman,
Fernwood,	Mann, Horace,	Woodlawn,
Gresham,	Normal Practice,	Yale.
Harrison,		



## DISTRICT No. 8.

### MESSRS. BRENNAN AND STRONG.

Bowen,	Gallistel,	Pullman.
Bradwel., Myra,	Greenwood Avenue,	Raymond,
Calumet Avenue,	Haven,	Riverdale.
Clay, Henry,	Jones,	Scott, Walter,
Cummings,	Keith,	Sheridan, Phil.,
Deolittle, James R., Jr.,	Madison Avenue,	Springer,
Douglas,	Marsh, J. L.,	Stoney Island Avenue,
Eighty-third Street,	Moseley,	Taylor,
Farren,	Oakland,	Thorp, J. N.,
Forrestville,	Oak Ridge,	Webster.
Fuller, Melville W.,	Parkside,	Willard, Francis E.

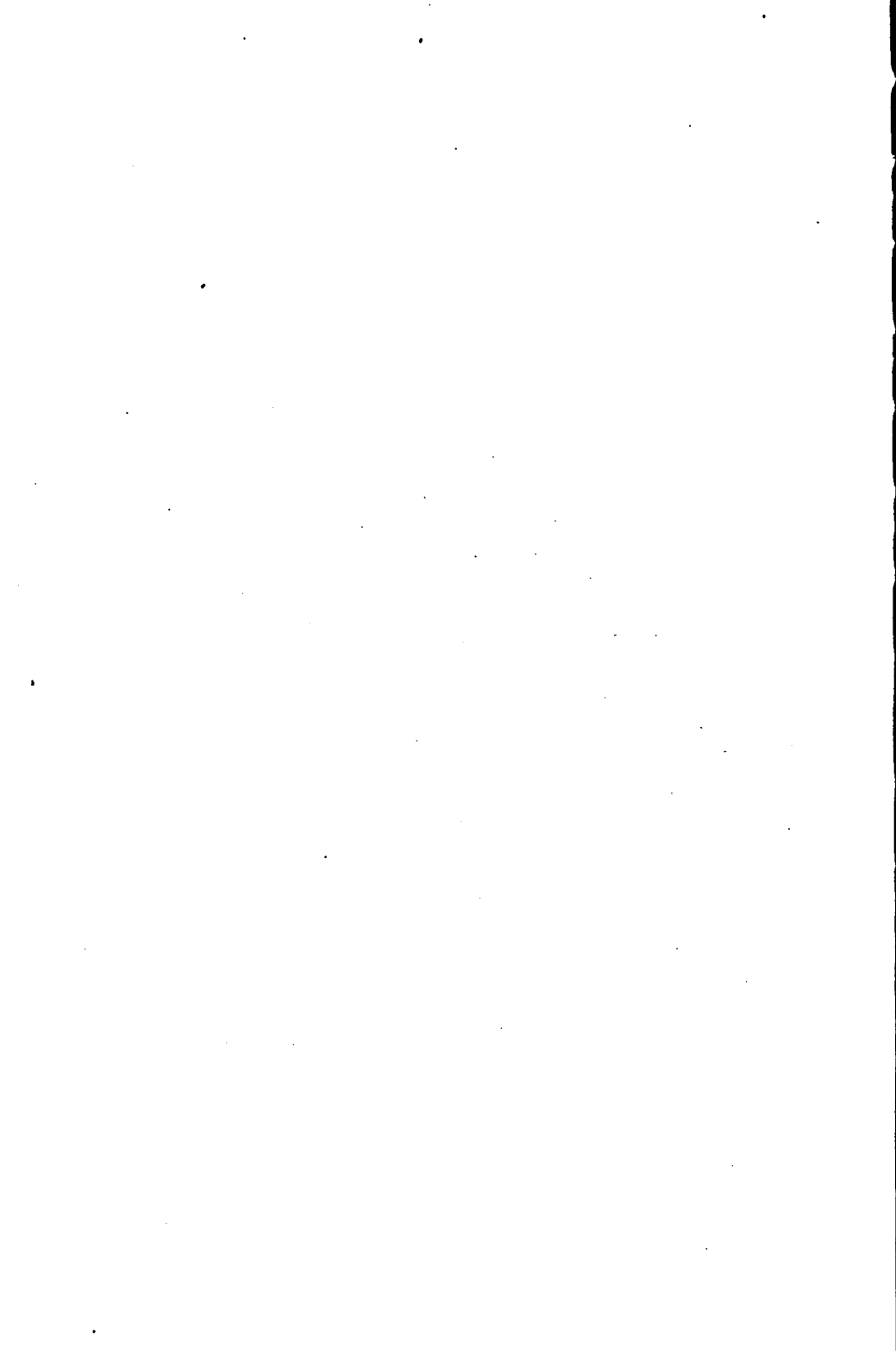


JOHN FARRER GRAMMAR SCHOOL, WABASH AVENUE AND 51ST STREET.

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**REPORT OF THE PRESIDENT.**



## REPORT OF THE PRESIDENT.

*To the Board of Education of the City of Chicago:*

I beg to present herewith my first annual report as President, and desire to again express my gratitude to you, my colleagues for the confidence, honors and support so unan-  
mously accorded me.

The following tables contain items of valuable information and explain themselves.

	1897-98	1898-99
Salaries of superintendents and teachers.....	\$4,459,222 17	\$4,866,661 80
June pay roll.....	402,645 83	489,056 60
Children in rented buildings.....	13,015	13,439
Children in half-day sessions.....	17,233	16,210
Number of principals and teachers.....	5,268	5,535
Enrollment.....	236,239	242,807
Purchase of school sites.....	\$ 95,665 00	\$158,829 69
New buildings.....	471,252 32	905,944 52
Appropriations.....	6,140,533 20	7,744,605 94
Less cost of collection.....		298,805 09

### SCHOOL SITES PURCHASED DURING THE SCHOOL YEAR 1898-99.

FROM JULY 1 TO DECEMBER 31, 1898.

Northeast corner 101st street and Union avenue, 198.4x125.19..	\$ 2,380 80
Calumet avenue, between 41st street and 42nd street, 195x128...	29,732 00
Northeast corner Mohawk and Menominee streets, 163x119.....	33,500 00
Addition to Dore School lot, 50x111.....	20,000 00
Addition to Lake View High School lot, 50x160.35.....	3,700 00
Prairie avenue, north of 39th street, 200x264.....	45,000 00
Prairie avenue, north of 39th street.....	986 53
Addition to Forrestville School lot, 50x125.....	7,000 00
Northeast corner Edmunds avenue and Goodman street, 263½x 150.....	3,000 00

FROM JANUARY 1 TO JUNE 30, 1899.

Southeast corner North 42nd court and West Cullom street, 247½ x 155.69.....	5,000 00
Northeast corner Ingleside avenue and 54th street.....	_____
Addition to Avondale School lot.....	2,000 00
Addition to Lawndale School lot.....	4,780 96

## ADDITIONS TO SCHOOLS BUILT DURING 1898-99.

	<i>Rooms.</i>	<i>Sittings.</i>
Arnold Addition.....	7	374
Bryant Addition.....	10	522
Longwood Branch Addition.....	2	108
Lake View High Addition.....	16	548
Lafayette Addition.....	12	619
Englewood High Addition.....	6	327
Fallon Addition.....	10	534
McPherson Addition.....	6	288
Farren Addition.....	12	576
Northwest Division High Addition.....	6	361
Alcott Addition.....	7	329
O'Toole Addition.....	12	576
Motley Addition.....	9	414

NEW BUILDINGS ERECTED DURING THE SCHOOL YEAR  
OF 1898-99.

	<i>Rooms.</i>	<i>Sittings.</i>
Buruse, Ambrose E.....	12	570
Gallistel.....	16	753
Willard, Frances E.....	21	1,008
Edgebrook.....	2	108
Edgewater.....	2	108
Jirka, F. J.....	22	1,176
Normal Practice.....	13	530

BUILDINGS COMMENCED DURING THE SCHOOL YEAR OF  
1898-99 BUT NOT COMPLETED.

	<i>Rooms.</i>	<i>Awarded.</i>
Spry, John.....	22	May 18, 1898
Schley, W. Scott.....	23	Sept. 7, 1898
Field, Eugene.....	12	Nov. 2, 1898

	<i>Rooms.</i>	<i>Awarded.</i>
Dewey, George.....	22	Jan. 11, 1899
Madison Avenue.....	8	April 5, 1899
West Pullman .....	12	April 19, 1899
Prescott Addition.....	12	May 3, 1899
Waller, R. A., High.....	20	May 17, 1899
Darwin.....	22	June 14, 1899
Earle, C. W. ....	10	July 12, 1899
Calumet Avenue .....	19	July 26, 1899

## LIST OF PRESENT VACANT SCHOOL SITES.

- Daly and 38th street (Brighton Park), 236.49x127.  
 Carpenter street lot, between 90th and 91st streets, 100x125.  
 Armitage avenue lot, northwest corner 49th street, 225x125.  
 South Elizabeth street lot, near Hough avenue, 44x123.  
 Martin street lot, north of 107th place, 25x125.  
 Warren avenue lot, southeast corner Tallman avenue, 47x126.  
 Thirty-third place lot, south front, between Auburn and Morgan,  
 176x145.8.  
 Avenue "M" lot, corner 97th street, 194.7x124.  
 Brookline lot, 74th and Langley, 295.7x136.3.  
 Jeffrey avenue and 71st street lot, 297x115.5.  
 Loomis street lot, southwest corner 53rd street, 250x124.9.  
 Park avenue lot, corner South 50th avenue, 180x190.  
 Ninety-fifth street lot, corner Leavitt street, 175x175.  
 West 19th street lot 100 feet west of boulevard, 115.5x166. (Site for  
 mental and manual training for the blind )  
 Philip avenue lot, southeast corner 92nd street, 201.1x125.59.  
 Butler street lot, northeast corner 81st street, 297x200.  
 Rebecca street lot, northeast corner Washtenaw avenue, 199.02x124.5.  
 Morgan street lot, southwest corner 117th street, 248.30x125.27.  
 Sawyer avenue lot, northwest corner 53rd street, 249.65x126.1.  
 North 64th avenue lot, near Cragin Station, half acre.  
 Union avenue lot, northeast corner 101st street, 198.4x125.16.  
 Calumet avenue lot, between 41st and 42nd streets, 195x128  
 Mohawk street lot, northeast corner Menominee street, 163x119.  
 Prairie avenue lot, near 39th street, 200x264.  
 Edmonds avenue lot, northeast corner Goodman street, 263.25x150.  
 West Cullom street, southeast corner 42nd court, 247.25x155.69.  
 Kensington lots, Michigan avenue near 115th street, 80x241.7 and  
 86.2x253.



## VACANT PROPERTY BELONGING TO THE SCHOOL FUND.

## DISTRIBUTIVE ACCOUNT.

North half of Lot 7, Block 2, Hilliard and Hitt's Subdivision (Washington Heights), 25x125.

Lots 55 and 56, Block 4, in Hough & Reed's Subdivision (Washington Heights), 50x125.

Lot 5, in Block 10, in Hegewich, 25x118.88.

Lots 2, 3 and 4, in Block 1, in Norwood Park, 150x127.

Lot 24, in Block 1, in Norwood Park, 50x127.

Sundry lots in Colvin's Subdivision, a total frontage of 964 feet.

Sundry lots in Thompson's Subdivision, a total frontage of 250 feet.

Lots 46, 47 and 48, in Block 1, in Boyd & Hall's Subdivision, 75x125.5.

I call your attention to the following brief history of the past year's work and to sundry recommendations and suggestions presented herein for your consideration.

## SCHOOL ACCOMMODATIONS

During my membership upon the Board of Education I have had an ever increasing conviction that it is the solemn duty of the Board to first provide ample and suitable accommodations for all elementary school pupils of legal school age. I believe this should be done even at the expense of high schools, and shall always do all in my power to prevent the taking of school privileges from elementary pupils and giving them to high school students. Upon investigation I discovered that a custom obtains, and has prevailed for years past, of accommodating overflow high school pupils in grammar school buildings and placing elementary pupils—those in first and second grade in particular—in rented rooms or half-day divisions as the case may be. This custom meets with my unqualified disapproval.

The following tentative estimates were made recently by the District Superintendents, who ought to be more familiar than any other persons with the needs of their respective districts:

	Number of Buildings or Additions.	Number of Rooms.
First District.....	9	94
Second District.....	2	32
Third District.....	6	120
Fourth District.....	2	42
Fifth District.....	5	84
Sixth District.....	4	88
Seventh District.....	9	90
Eighth District.....	5	110
Totals.....	<u>42</u>	<u>669</u>

These district estimates are made not only to accommodate the present pupils in rented rooms or in half-day divisions, but also provide in part for future needs. There were in June, 1900, about 22,000 children without proper school accommodations. This number would fill twenty-two school buildings, containing twenty-two rooms each. The cost of such a building is about \$125,000.00, including the lot. Taking, therefore, a mean between the forty-two and thirty-two, of twenty-five buildings at \$125,000.00 each, we have a total cost of \$3,125,000.00, or the sum it will take to adequately accommodate all the present pupils in rented rooms and half-day divisions, and make a slight provision for the future.

The foregoing demonstrates the fact, beyond any contradiction, that the money appropriated for school buildings by the common council is altogether inadequate for the present pressing needs, and does not provide in the least for the annual increase in pupils, which averages nearly 10,000 a year, and would fill ten twenty-room buildings each year.

This is a subject that ought to receive the careful attention of tax-payers and school patrons generally. The matter should be thoroughly agitated in districts that are in dire need of relief, and the attention of the aldermen representing such localities

should be drawn to the school needs in such a forceful manner that they would work and vote for larger school appropriations.

#### CONDEMNING LAND FOR SCHOOL PURPOSES.

It is generally maintained, I believe, that the Board of Education pays large prices for its school sites. I grant that in some instances this assertion has been true, but it is only because of the protest raised by property holders in the vicinity where we want a school site. Every man wants the school built on a street two or three blocks from his own property, and endeavors to prevent a school building being located on his street. This condition will be remedied under the new law which authorizes the Board of Education to go into court and secure condemnation of land the same as railroads and other public corporations have been doing for years.

The changes in the school laws and in the organization of public school systems have been important, but, like all changes in important matters of this character, they have been slow and responsive to a well defined demand and necessity of change.

For some time the question has been mooted of giving to boards of education in large cities like Chicago power to condemn land for school purposes. It has been maintained, as said on many sides, that the Board of Education pays high prices for its school sites. In some instances this is true, but it is due to the fact that the Board has been obliged to advertise for sites long before coming to the point of dealing directly with the sellers. In addition, it has become necessary to purchase large sites, and hence combinations have often been formed among the sellers to put the price up to the highest possible point. The

only competition that we have had in the purchase of school sites has been between these owners of the various sites. In many instances, objections have been raised by owners of property contiguous to prospective sites, and efforts have been used to prevent the erection of school buildings on these particular places. We have had no remedy against this course until the Legislature passed the recent act giving boards of education power of eminent domain. This is a great advance in the direction of economy and fair dealing, and enables the Board, in the event that the owners of property try to charge us too much, to apply to a court and have a jury of citizens fix a fair and reasonable price for the land.

#### COMMERCIAL HIGH SCHOOL.

The question of giving the most useful education possible to pupils who can spend only one, two or three years in high school has very largely occupied the thought of laymen and educators in recent years. It is conceded on all sides that a partial high school course is very good so far as it develops the mind and character of the pupil. It, however, as a rule avails little in the business world. To make the high school course more practical and helpful than now to the young man or woman who must, on leaving school, enter the arena of the business world seems well nigh hopeless.

The Commercial High School has been suggested as a solution of the problem. I believe, with my colleagues on the Board and many prominent and successful business men of this city, that Chicago should have a centrally located, well equipped commercial high school. Not a business college like those with which all are familiar, but a school with a broad, comprehensive and practical course of study—including language,

science, mathematics, advanced political and commercial geography, civics and political economy, the elements of commercial law, the science of accounts, phonography, typewriting, mechanical and free-hand drawing, and kindred subjects. These courses should be elective and large freedom given pupils who wish to take single studies or parts of groups of studies.

The constant tendency among educators, all of whom are exceedingly conservative, has been towards a combination of mental training and the acquirement of useful knowledge. Little improvement can be made in our high school course for those who intend taking up what is generally known as the "learned professions" after graduation from high school, but in my judgment great improvement can be had in the high school course for those who intend to follow in after life either commercial, industrial or even mechanical pursuits. Mental training and the acquirement of useful knowledge serviceable throughout life can and ought to go hand in hand.

Desiring to ascertain the views of practical and successful business men, on November 28, 1898, I sent to such persons about five hundred letters asking their respective opinions of the proposed Commercial High School. Replies to a large majority of these letters were received—a few dissenting, but in the main endorsing the project, with minor modifications of the tentative course of study which was outlined in my communication.

A special committee of the Board was appointed to look into the matter and see if provision could not be made for the opening of such a school early in January. This committee found that there were no funds available and the matter was deferred until such time as the finances of the Board should permit the organization and maintenance of such a school.

I believe that there is at present the most urgent need of a school of this sort, and sincerely hope that the day is not far distant when such an institution as is outlined above can be organized in this city, feeling sure that it would soon win for itself universal favor and that the foundation of a school of this character would be quickly followed by a public demand for many other schools of the same kind.

#### ANNEXATION OF AUSTIN.

At the last municipal election, by referendum, a large part of School District No. 2, Township 39 North, Range 13, East of the Third Principal Meridian, in Cook County, Illinois, popularly known as Austin, was annexed to the City of Chicago.

A controversy has since risen as to the sufficiency of the proceedings for annexation, and a test case is now pending and undetermined in the Supreme Court of Illinois.

The following resolution was on April 19, 1899, passed by the Board in order to continue the schools in the annexed territory until the test case is decided:

WHEREAS, A controversy has arisen as to the sufficiency of the proceedings for annexation of a large part of School District No. 2, Township 39 North, Range 13 East of the Third Principal Meridian, in Cook County, Illinois, popularly known as Austin, to the City of Chicago; and

WHEREAS, A test case is about to be brought for the purpose of determining in the Supreme Court of Illinois the sufficiency and legality of such annexation; now, therefore, be it

*Resolved*, That, pending such litigation, the Board of Education of the City of Chicago, by its proper officers, extend its jurisdiction in such district, said to be annexed, in such manner that it will not disturb the existing condition of the schools or district property; that an inventory of all the school property in such district be taken, and a copy thereof filed with the Clerk of the Board of Education of the City of Chicago, and with the Clerk of said district; that warrants for the payment of the teachers within the territory said to be annexed for the months of April, May and

June, 1899, and for the usual and necessary miscellaneous expenditures after April 8, 1899, and until the Supreme Court has decided such question, be ordered and drawn, as usual, by the school authorities of District No. 2, Town of Cicero, subject to approval by the Board of Education of the City of Chicago, and, when so approved, to be endorsed by the said Board of Education of the City of Chicago, as follows:

"This warrant will be paid by the Board of Education of the City of Chicago in case the annexation of that part of District No. 2, Town of Cicero, north of Twelfth street, to Chicago, is held valid."

And that the teachers and other employes of said District No 2, within said supposed annexed portion thereof, be treated by the Board of Education of the City of Chicago, so far as employment and re-employment are concerned, in the same manner as the teachers and employes of formerly annexed districts have been treated by the Board of Education of the City of Chicago.

It being distinctly understood that the Board of Education, by the adoption of the foregoing resolution, in no wise incurs any liability, or in any way obligates itself, unless the said annexation is declared valid.

#### DEFALCATION OF THE SCHOOL AGENT.

At the re-election of employes in June, 1899, Mr. Louis C. Legner was elected Clerk and School Agent to succeed W. A. S. Graham. Immediately after Mr. Graham had turned over to Mr. Legner his records, funds, securities, etc., a shortage in his accounts was discovered, which upon careful investigation and examination of all his records by expert accountants proved to be fully \$35,000. To the friends of Mr. Graham and to the members of the Board the news of his embezzlement was a terrible blow. He had been a trusted employe of the Board for five years—one year as Clerk and four years as Clerk, Secretary and School Agent—and enjoyed the confidence and friendship of a host of the most prominent and influential citizens of Chicago. His downfall was as unexpected as it was sad.

The Board of Education will suffer no loss by reason of his

peculations, as he was bonded in two surety companies in the sum of \$50,000 each.

#### CHANGE IN SYSTEM OF CHECK ENDORSEMENTS.

The embezzlement referred to above drew, in a forcible manner, the attention of members of the Board to the system under which such action was possible. Investigation revealed the fact that Mr. Graham was able to appropriate to his own use checks drawn to his order as School Agent. Action was immediately taken by the Board to the effect that hereafter all checks must be drawn to the order of "The Board of Education of the City of Chicago," and when deposited they must be endorsed by the School Agent and by the Auditor. This change precludes all possibility of another such embezzlement except by collusion between the above named officials.

In addition, several other steps have been taken at the suggestion of the surety companies that signed the bonds of our School Agent, to prevent the recurrence of a thing of this sort. Reflection, however, even upon this fact, ought to satisfy the Board that the business management of the many millions of dollars which annually pass through the hands of its employes has been careful and conservative. This is the first loss of the sort that the Board of Education has sustained in many years, whilst similar peculations occur daily in municipalities and in business houses, aggregating many times more than our late School Agent appropriated to his own use. The well-known probity of our Auditor and present School Agent and Clerk seems, however, a strong guaranty that the offense will not be repeated.

I suggest that an annual audit of our books be had by some



skillful and reliable accountant, at such time as the President and Chairman of the Finance Committee deem best.

This audit should take the place of the examination of banking institutions by the Auditor of Public Accounts of our state banks, or the like course which the Comptroller of the Currency pursues with national banks.

#### CIVIL SERVICE.

The Civil Service Act was approved by the State Legislature on March 20, 1895, was adopted by a vote of the citizens on April 6, 1895, and by the Civil Service Commission proclaimed to be in force on and after August 26, 1895. They further held that all persons holding positions and employed by the city on this date were hold-overs, and not amenable to the provisions of the Civil Service Law. Immediately grave doubts were expressed as to whether or not the Board of Education was subject to the provisions of the Civil Service Law. The matter was submitted to the then Civil Service Commission and Corporation Counsel Beale. In addition to his well-known probity and high standing as a lawyer, Mr. Beale had been President of the Board of Education and was thoroughly familiar with the system of employing and discharging of the various persons employed by the Board. He rendered his opinion to the Commission to the effect that the Board of Education was not within the purview of the Civil Service Law. Later, however, Mr. Adolf Kraus became President of the Civil Service Commission, and the new commission as then constituted declined to abide by the opinion of Mr. Beale. It voted that the Board was within the intent and purpose of the Civil Service Law. A friendly suit was instituted and carried

to the Supreme Court. This court rendered an opinion on December 21, 1898, holding the Board of Education to be within the object and intent of the Civil Service Law. The controversy having ended, arrangements were at once made by the Board, and its officers were instructed, to enforce the Civil Service Law. I desire to congratulate the Board and the public in general upon the fact that the law has been rigidly and consistently enforced by the Board and its executive officers.

Examinations were held by the Civil Service Commission in March, 1899, for the places and situations on the Board. The lists of successful candidates were not posted until May, 1899. As soon as the lists were posted it was ascertained by a number of the employes of the Board of Education that they did not pass high enough to retain their places. A suit was instituted by some of these employes to ascertain whether or not the Civil Service Law became operative as to these employes on August 26, 1895. The Court held that the law did become operative as to these employes, although the Civil Service Commission had not specifically classified the positions and employments of the Board of Education until January, 1899.

Immediately upon the promulgation of this opinion all persons who had not been in the service of the Board of Education on or prior to August 26, 1895, or who had not been certified to the Board by the Civil Service Commission were separated from the service of the Board upon the order of the Civil Service Commission. At the time of writing of this report there is not an employe on the pay-rolls of the Board of Education who is not there by the consent and with the approval of the Civil Service Commission. It is and has always

been my candid judgment that consistent and rigid enforcement of this law regardless of personal likes and dislikes and without personal favoritism would be most beneficial to the employes of the Board of Education, to the members thereof, and especially to those who bear the burden of taxation.

Like all innovations, mistakes have occurred, but time and familiarity with the law and its provisions, the uniform courteous and forbearing treatment which has been accorded us by the Civil Service Commission, have enabled us to live up to the law without conflict, to the best interests of all concerned.

RESIGNATION OF MRS. ELLA F. YOUNG.

Mrs. Ella F. Young severed her connection with the Chicago Public Schools after a service covering a period of twenty-five years. Her reasons therefor appear in the following letters which I received from her and which were made public at the time. They appear on page 654, Proceedings of the Board of Education of June 14, 1899.

CHICAGO, June 3, 1899.

*Graham H. Harris, President of the Board of Education:*

DEAR SIR—It is my intention to sever my connection with the public schools of Chicago, at the close of the current school month.

The Board of Education has undergone many changes since I entered its service, yet it has ever generously recognized whatever of merit has been in my work. I take this opportunity to make acknowledgment of the courtesy and encouragement extended me by the Board.

Respectfully yours,

ELLA F. YOUNG,

District Superintendent of Schools.

CHICAGO, June 13, 1900.

*Graham H. Harris, President of the Board of Education:*

DEAR SIR—The announcement in the daily papers, regarding meetings to be held Saturday, June 10th, by the Teachers' Federation and the

Teachers' Club, necessitated a statement from me concerning my future in the schools. My information was received so late, June 9th, that it was impossible for me to write you before writing to the teachers.

I beg pardon for sending you a clipping from the newspaper as a statement of my conclusions, but I can add nothing thereto, and the clipping is a correct copy of my letter.

Thanking you for your personal, as well as official, courtesy to me, I am,

Very truly yours,

ELLA F. YOUNG.

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*Miss Goggin, President of the Chicago Teachers' Federation, and Miss Mary E. Lynch, President of the Chicago Teachers' Club:*

I have learned through the city press that the Federation and the Teachers' Club will meet Saturday, June 10, to prepare a petition to the Board of Education in relation to my resignation. While warmly appreciating the friendly attitude which leads some of the teachers to take such action, I owe it to them because of their confidence in me to declare my position.

As you well know, I hold positive views regarding official courtesy and official discipline. Only after careful consideration of all the conditions did I take this important step. To withdraw my resignation would imply either that the conditions had not been duly considered by me or that the conditions had been changed. Neither of these implications is true.

Let me present the subject in another light. When a subordinate in interviews, which she knows will be published in the daily papers, expresses herself as being in disaccord professionally with her superior in office, the relations of the subordinate and chief should be severed. I felt obliged to express my opinion in these interviews. Under the circumstances it would not be in accord with my theories of discipline for me to continue as a district superintendent.

Promotion in the Chicago public schools is made impossible for me by the events of the past week, not because of inability on my part to meet heavy responsibilities, but because my resignation and the published interviews would furnish ground for a misunderstanding as to my motives in resigning.

You are sufficiently familiar with my method of speech to know that when I state I had absolutely no new position under consideration at the time of notifying the President of the Board of my intention to leave the schools, that the statement means exactly what appears on its face. Equally clear and direct is my statement that I intend entering into the

duties of another educational position when a satisfactory one shall present itself.

That no doubt shall exist as to my attitude the above is summed up as follows: First, I cannot withdraw my resignation; second, I cannot continue to serve as a member of the teaching corps of the public schools of Chicago.

With earnest wishes for the welfare of the schools and the teachers of Chicago, I am,

Yours very truly,

ELLA F. YOUNG.

#### NIGHT SCHOOLS.

During the last year some much needed legislation was passed by the Board of Education on the subject of night schools. A rule was enacted providing that teachers of day schools should not teach in night schools, unless suitable talent could not otherwise be provided. Controversy arose in the Board over the appointment of two night school principals, namely: C. E. Morse, late of Brown University, and Walter F. Slocum. These gentlemen were both employed in the day schools, and giving them the two positions was contrary to the rule of the Board, and it refused to concur in the recommendation of the Superintendent. It was rumored at the time that the Superintendent had sent in his resignation, but the same never came into my hands, nor officially to the Board.

Some time during the preceding year the Mayor appointed an educational committee to study the subject of public education. They duly entered upon their labors and finished their work some time during the year. Their report was published in book form and circulated generally throughout the city, and among the members of the board. The Commission made their report to the Mayor. It, however, was not officially transmitted, either by the Mayor or by the City Council, to the

Board of Education, and no official action of any kind or character was taken by the Board of Education relative to the Educational Commission. The Board loaned it \$5,000, which, up to the present writing, has not been repaid.

#### REPORT OF W. S. CHRISTOPHER.

I submit herewith the report of Dr. W. S. Christopher, a member of this Board, on Child Study and Scientific Pedagogy. I call particular attention to the immense value which is to flow from this scientific and profound study of the characteristics of the child from the physical side.

The thanks, not only of this Board but the public at large, are due to Dr. Christopher for the inauguration of this valuable work in the Chicago public schools. I am convinced that it will and ought to be continued. It is one of the most decided advances, pedagogically, of the age.

#### REPORT ON CHILD STUDY.

*Graham H. Harris Esq., President Board of Education:*

DEAR SIR—I submit herewith the report of the child study investigation done in certain of the Chicago Public schools, under my direction, during the last four months of the school year.

#### HISTORICAL.

At a meeting of the Committee on Physical Culture held early in February, 1899, I presented to the committee a plan for making some anthropometric observations on children in the public schools. This plan met with the approval of the committee, which recommended to the Board the appointment of two assistants to carry out the work. At its meeting of February 8, 1899, the Board adopted the recommendation of the committee. The assistants secured were Mr. C. Victor Campbell, a principal in one of the evening schools, and a man well posted in child study work, and Mr. Fred. W. Smedley, who was unusually well qualified for the work

contemplated. Mr. Smedley, at the time, was a teacher of child study in the University of Chicago, and for several years had been actively engaged there in laboratory work in physiological psychology, as well as having done special work with the pupils in Prof. John Dewey's model school. Among other things Mr. Smedley had made some modifications in Mosso's ergograph, which especially adapted it to the work in hand. On February 21, 1899, the Board, on the recommendation of the Committee on Physical Culture, appointed these two gentlemen to carry on the work, and also appropriated \$150.00 for the purchase of apparatus. On March 6, 1899, the work was begun in the Alcott School. This school was selected because it contained what may be called normal children. The pupils of this school are children of people in comfortable circumstances and are uniformly well fed and well clothed. The great majority of the pupils in this school are of American birth, and there is no large percentage of any foreign nationality to introduce any disturbing factors of a racial or national type. It is believed that the pupils of this school represent normal American children.

After the completion of the work in the Alcott School the Burr School was visited, where the children in the kindergarten were examined. Later, examinations were made in the Thomas Hoyne School of kindergarten pupils and of two rooms of eighth grade pupils. The Alcott School has no kindergarten. Twenty pupils in an ungraded room were also examined.

#### GENERAL DESCRIPTION OF THE WORK.

The scope of the investigation may be seen from the following card, upon one of which the results of the tests were recorded, for each individual pupil:

		No.....	
Name.....			Sex.....
School.....			Grade.....
Teacher.....			
<hr/>			
Birthday—Year.....	Month.....	Day.....	
Age—Years.....	Months.....	Days.....	
School standing.....			
Attention.....			
Memory.....			
Grasp of work.....			
Best work is in.....			
Department.....			

Date .....	.....	.....
Height with shoes .....	.....	.....
Height of heel .....	.....	.....
Net height .....	.....	.....
Height sitting .....	.....	.....
Weight with clothes .....	.....	.....
Weight of clothing, est. ....	.....	.....
Net weight, est. ....	.....	.....
Ergograph—Hour .....	.....	.....
Weight used .....	.....	.....
Centimeters traveled .....	.....	.....
Work—Centm. grams .....	.....	.....
Fatigue commences—sec. ....	.....	.....
Duration of work .....	.....	.....
Dynamometer, R. ....	.....	.....
do L. ....	.....	.....
Lung capacity .....	.....	.....
Audiometer, R. ....	.....	.....
do L. ....	.....	.....

With certain special cases a wider range of tests was made, chiefly with the idea of helping the teacher to a more positive knowledge of the individual pupil.

The pupils were eager to take the tests and entered into the work with much the same spirit they would show in competitive games.

HEIGHT.

The measurements in height were taken by means of the stadiometer used in the Bertillon system of measuring. This instrument was graded to millimeters. In measuring the height standing, care was taken to see that the subject placed the heels together and against the middle of the back of the stadiometer, that the body was held erect, that the chin was drawn in, the back of the head was against the upright back of the stadiometer, and that the arms hung by the sides. Measurements were taken with the shoes on. The heels were carefully measured by means of calipers and their height deducted from the gross height of the child. In a number of test measurements taken in this manner and then taken with the shoes removed, the greatest individual variation was but two millimeters, while the average variation was less than a single millimeter.

The height sitting was taken by means of the same instrument. The subject was seated on the base of the stadiometer. Care was taken to see that the body was held erect against the back of the stadiometer.



## WEIGHT.

The weight of the pupils was taken on a specially made and carefully tested pair of Fairbank's bathroom scales. The scales were graded to twenty-five gram divisions. The pupils were weighed in their ordinary school room clothing. About one-tenth of the pupils—121 in number—brought back their clothing to be weighed, so that their exact net weights could be obtained, and the weight of their clothing could be made the basis for estimating the weight of the clothing of the others.

The weight of the ordinary school room clothing, taken chiefly in the latter part of the month of May, ranged between the extremes of two and eight-tenths per cent and eight and two-tenths per cent of the gross weight of the pupil. The average weight of the clothing for all the pupils was five and five-tenths per cent of the gross weight. The boys' clothing was five and eight-tenths per cent of the entire weight; that of the girls' was five and two-tenths per cent of the gross weight. These figures varied very little with age. The number of children was small whose clothing weighed over seven per cent of the body weight, and still smaller whose clothing went under four per cent. Obese children wore clothing lighter in proportion to their weight than that worn by others. The most variable element in the weight of the clothing was found to be the shoes, and especially the shoes worn by the boys.

## STRENGTH.

The strength of the grip in each hand was tested by means of a two-spring grip dynamometer. The instrument used is smaller in diameter than the ordinary dynamometer and so better suited to the hands of the pupils tested. This manometer was carefully graded in kilograms, and was tested from time to time to see that it did not lose its accuracy through the weakening of the springs. Readings were made to half-kilograms. The subject was allowed in this test to try again and again until he fell short of the best record he had made.

## THE ERGOGRAF.

Mosso's ergograph, as modified by Mr. F. W. Smedley, paved the way for the study of the phenomena of fatigue and endurance. The apparatus consists of two parts, a fixing board, and a traveler mounted on a suitable frame. The fore-

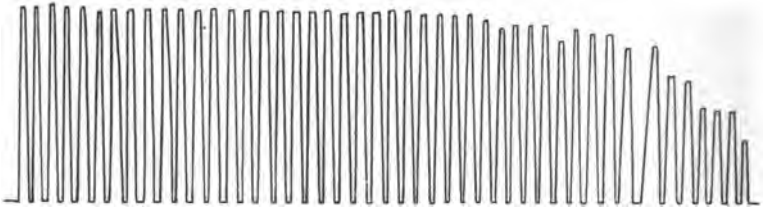
arm is placed upon the fixing board in the prone position, and held in place by suitable straps and clamps. There are also clamps to hold down the index and third fingers leaving the middle finger free. It is the design of the apparatus to hold the forearm so firmly in position that only the flexors of the middle finger can be brought into action. This it does not accomplish perfectly, but as the error is common to all those examined, the influence of the error is practically eliminated in comparative results. From the traveler two cords extend, one toward the fixing board, carrying a clamp to attach it to the free middle finger of the subject examined; the other, extending in the opposite direction over a pulley, is provided with a device for holding weights. Attached to the traveler and extending laterally, is an arm which carries a pen, which, in its turn, bears upon the surface of the drum of a kymograph. Attached to the side of the frame is an endless tape, which is carried forward with each return movement of the traveler, and thus sums up the total height which the weight has been lifted. The ergograph was operated in the following manner: The child's forearm being clamped in position, the cord from the traveler was clamped to its middle finger, and the pulley cord loaded with a weight equal to 7 per cent of the weight of the child. On flexing the finger, the weight was lifted, and the pen made a corresponding mark upon the kymograph. On extending the finger the traveler dropped back to its original position, the measuring tape was advanced a distance equal to the height the weight had been raised, and the return stroke on the kymograph was made. By the aid of a metronome these flexions and extensions of the finger were made each second, so that in 90 seconds, the time employed in each experiment, the weight should be lifted 45 times. The actual number of lifts, however, varied occasionally from this number, reaching 48 or 49 in some instances, and not quite equalling 45 in others. In all cases, however, the work was continued for 90 seconds, and the amount of work done in centimeter-kilograms recorded. In the case of very obese children it is to be noted that 7 per cent of the total weight, including as it did 7 per cent of the weight of the fat, as well as 7 per cent of the weight of the active tissues of the body, proved to be excessive, and they were unable to continue to move the weight throughout the whole period of 90 seconds. Nevertheless the actual work done came out in the centimeter-kilograms, and was suitable for comparisons.

The ergogram, or tracing, as Mosso pointed out, is charac-

teristic for each individual. It affords some ground for estimating the physical condition of the individual. The ergograms shown in Charts I and II illustrate something of this individual difference. One is that of an adult whose muscles are well controlled; the other is that of a so-called "nervous" child, one whose inhibition is defective, and whose efferent nerve impulses are erratic. The want of muscular control is shown by the irregularity in the heights of the lifts, the uneven spacing and the excessive number of lifts, showing the failure to keep time with the metronome.

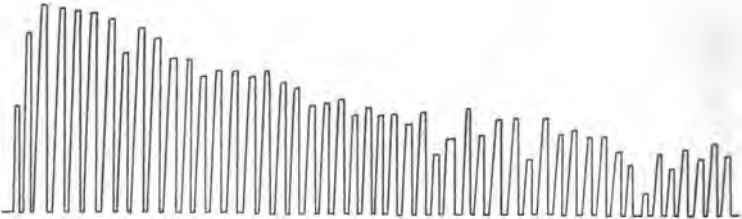
#### CHART I

2:00 P. M. 3.7 kg 150 cm. 46 lifts.



#### CHART II.

2:20 P. M. 3.9 kg. 92 cm. 49 lifts.



#### VITAL CAPACITY.

In dealing with the amount of air one can expire after a full inspiration, the old term vital capacity has been used. In the tests of vital capacity a specially prepared wet spirometer was employed. This was carefully graded, the scale reading to twenty-five cubic centimeters. In this test the subject was allowed repeated trials, until he fell short of his former en

deavors. The aim of those making the test was to get the best record that it was possible for each pupil to make.

#### HEARING.

Hearing was tested by means of the audiometer recently invented by Dr. C. E. Seashore of the Iowa State University. The instrument is well adapted to school tests; and, by means of it, it was possible to grade the pupils in the matter of hearing in a manner that must have proved helpful to their teachers.

It will be of general interest to note that there is an increase with advancing age in the number of children who are hard of hearing. The number of pupils whose hearing is so far subnormal in one or both ears as to place them at a disadvantage, increased from six per cent among the six-year-old pupils to thirty-three per cent among those fourteen years old.

#### TABLES AND CHARTS OF NORMS.

An important part of the work of this investigation was the establishing of a series of norms or averages. These are given in the following tables; and that the results may appear more quickly to the eye the matter has been charted. Certain minor irregularities in these lines are probably due to the small number of subjects tested. It is hoped that in the future a larger collection of data may be made the basis of a more adequate discussion.

Table I, gives the norms determined in all the observations. Charts III to VII inclusive are drawn from the figures given in the table.

TABLE I.—NORMS.

Age at Last Birthday.	Number Examined.	Average Age.			Standing Height. Millimeters.	Sitting Height. Millimeters.	Weight with Clothing. Kilograms.	Work on Kilo-grammograph.	Strength of Grip.		Vital Capacity. Centimeters.
		Years.	Mo'ths.	Days.					Right Hand. Kilo-grams.	Left Hand. Kilo-grams.	
Girls.....	21	4	8	1	1,011	880	15,350	.....	5	4	800
Boys.....	16	4	7	18	1,068	883	16,638	.....	5	4	725
Girls.....	37	5	8	7	1,067	605	18,325	.....	7	6	900
Boys.....	26	5	6	2	1,071	606	17,963	.....	6.5	5	938
Girls.....	40	6	8	20	1,127	638	19,600	79	7.5	7	1,000
Boys.....	24	6	6	10	1,142	637	20,625	101	9	8	1,175
Girls.....	45	7	6	24	1,178	649	21,225	112	9	8	1,150
Boys.....	52	7	5	7	1,188	657	22,368	119	10	9	1,260
Girls.....	66	8	7	7	1,242	674	24,500	144	10	9	1,260
Boys.....	73	8	5	15	1,245	674	24,930	171	12	11	1,368
Girls.....	86	9	7	9	1,288	698	27,368	178	12	11.5	1,318
Boys.....	46	9	6	14	1,292	695	26,968	197	18	12	1,475
Girls.....	88	10	5	9	1,325	705	19,118	180	12.5	12	1,460
Boys.....	70	10	7	0	1,339	714	29,638	237	16	14	1,625
Girls.....	65	11	6	4	1,369	744	31,875	218	16	15	1,575
Boys.....	61	11	6	8	1,362	728	32,075	263	18	17	1,775
Girls.....	69	12	4	27	1,440	768	33,500	280	19	17	1,688
Boys.....	69	12	6	27	1,437	750	36,075	812	22	20	1,968
Girls.....	51	13	7	1	1,525	808	41,200	296	22	20.5	1,825
Boys.....	59	13	5	27	1,490	779	41,350	366	27	24	2,200
Girls.....	50	14	5	27	1,562	820	46,968	326	21	22	2,025
Boys.....	47	14	5	15	1,574	808	46,350	434	30	28	2,513
Girls.....	81	15	5	4	1,564	884	47,250	340	27	23.3	2,150
Boys.....	23	15	5	19	1,608	880	39,650	462	36	33	2,668
Girls.....	14	16	4	20	1,580	844	46,968	388	32.8	26.7	2,275
Boys.....	8	16	4	27	1,670	879	50,800	588	44.7	37	3,125

CHART III.  
HEIGHT, STANDING AND SITTING.

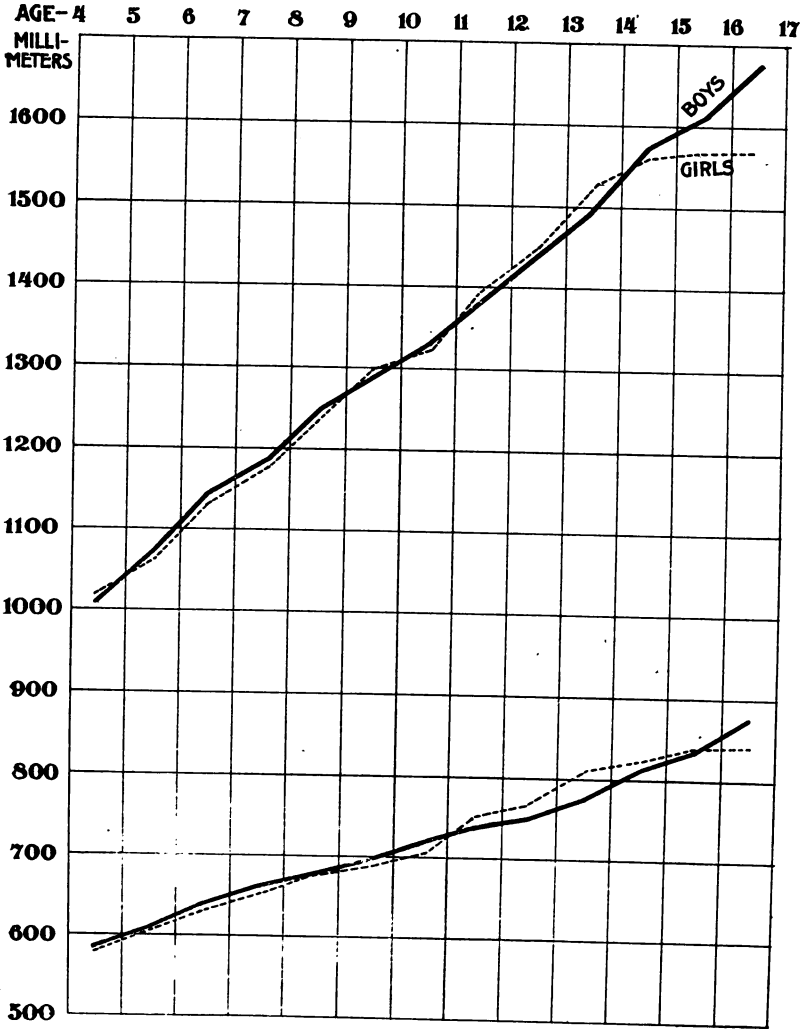


CHART IV.  
WEIGHT WITH CLOTHING.

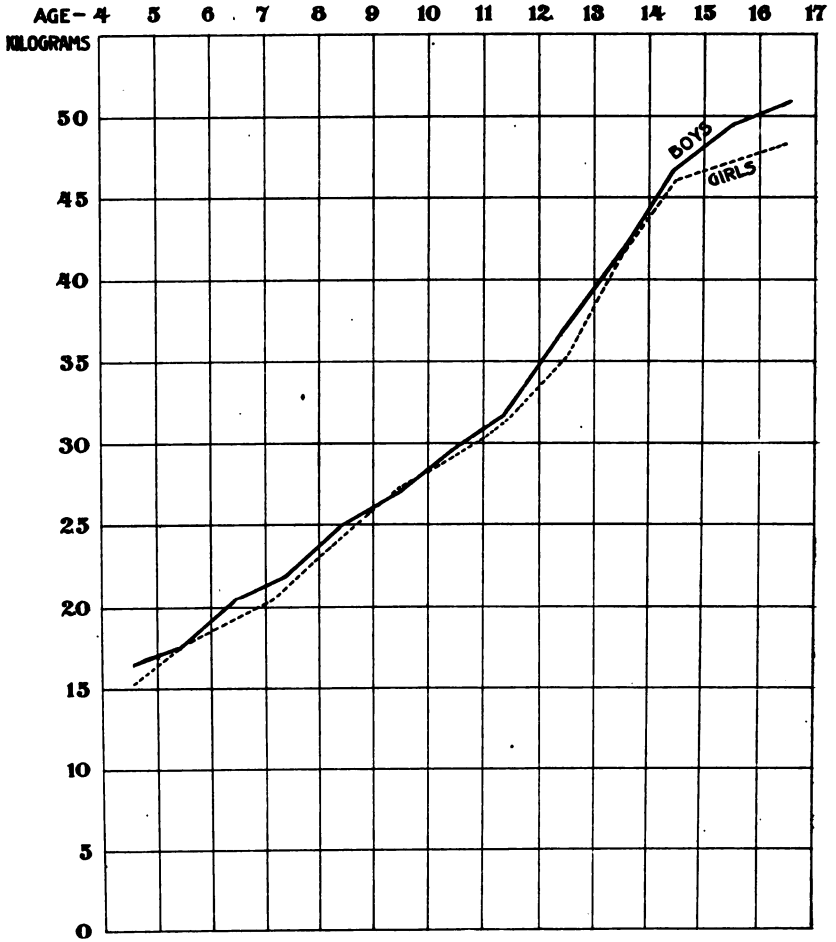


CHART V.  
WORK ON THE ERGOGRAPH.

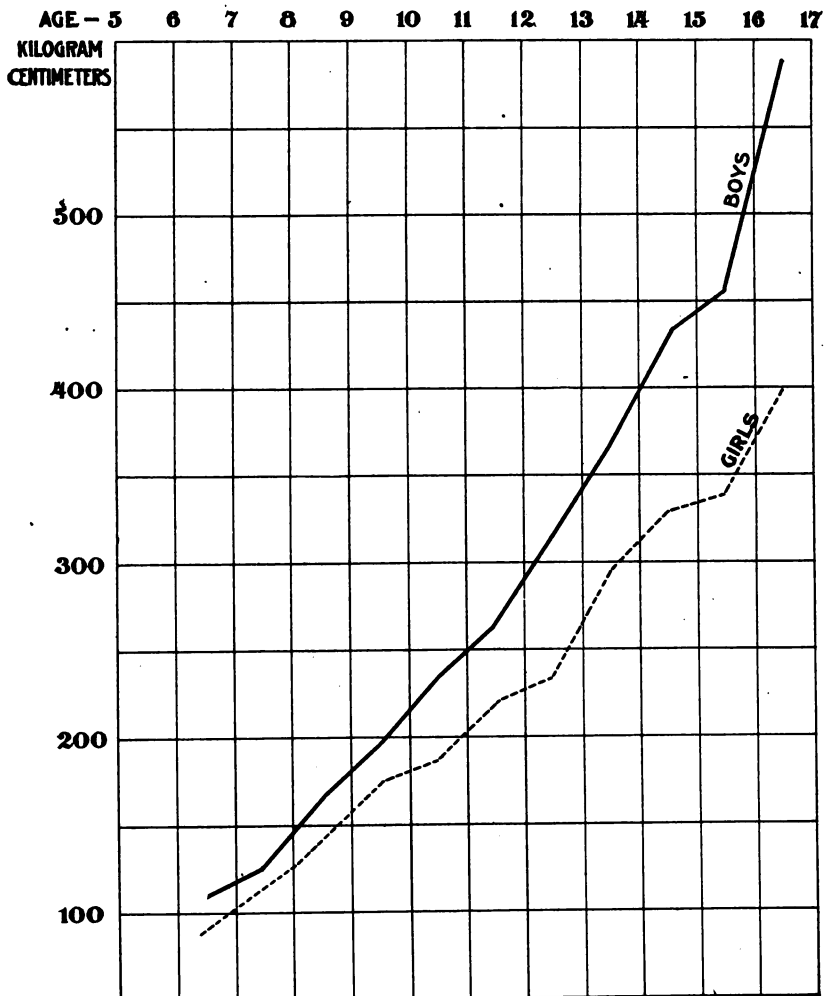




CHART VI.  
VITAL CAPACITY.

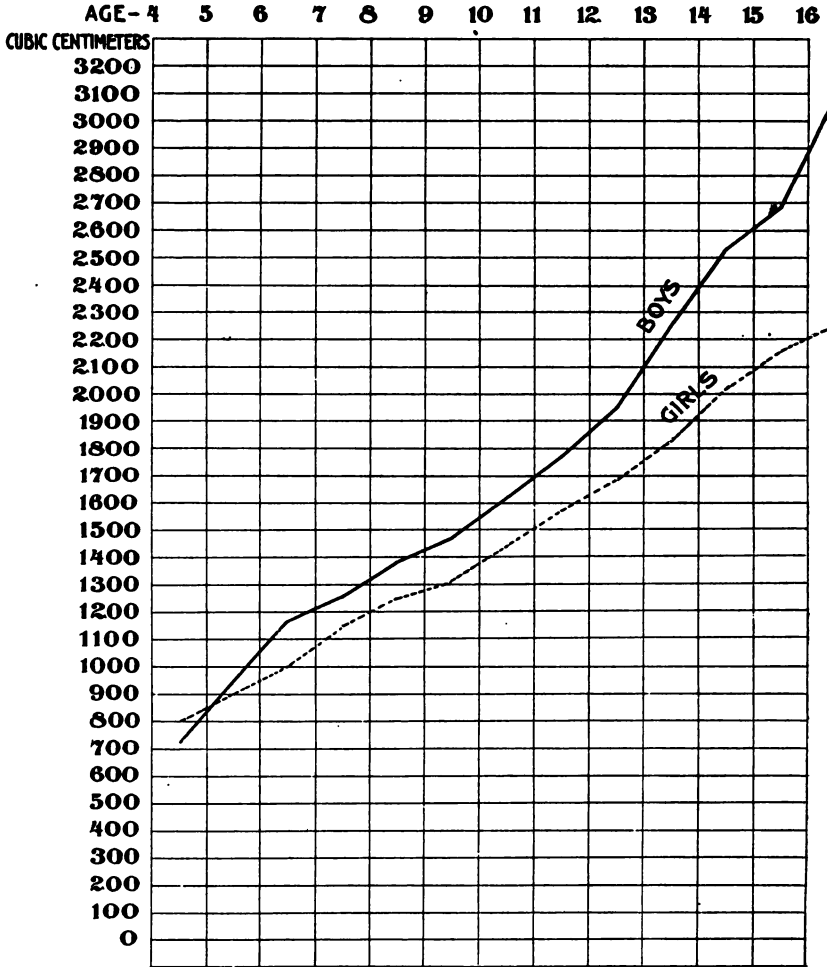
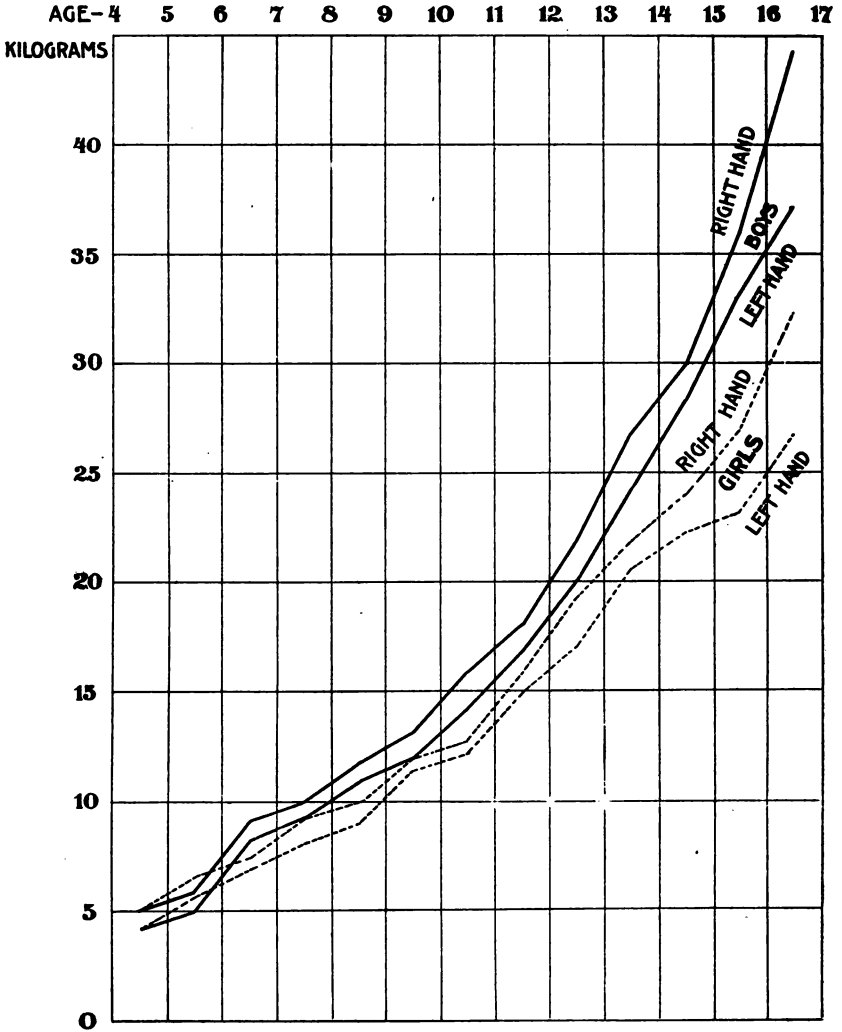


CHART VII.  
STRENGTH OF GRIP.



The foregoing tables and charts afford some interesting information. The tables and charts relating to height standing, height sitting, and weight with clothing, although so much work has already been done in these lines, are important to us as they relate to Chicago children. Their particular utility, however, in this investigation is shown later in some of the comparative tables and charts.

On examining Chart V, on "Work on the Ergograph," it is found that the girls are everywhere below the boys in endurance, that this difference is nearly constant during the first four years of school life, and that after the age of nine the divergence between the sexes increases, the boys increasing in endurance more rapidly than the girls. Tabulating the differences in ergographic work for the different ages gives the following:

TABLE II.

Age.	Superiority of Boys in Cen. Kg.	Age.	Superiority of Boys in Cen. Kg.
6.....	22	12.....	82
7.....	17	13.....	70
8.....	27	14.....	108
9.....	19	15.....	112
10.....	57	16.....	190
11.....	41		

This table alone is rather misleading, but reduced to percentages gives the following:

TABLE III.

Age.	Percentage Girls' Endurance is of Boys'.	Age.	Percentage Girls, Endurance is of Boys'.
6.....	79	12.....	74
7.....	87	13.....	81
8.....	84	14.....	75
9.....	90	15.....	75
10.....	76	16.....	68
11.....	83		

On the average the girls' strength is 79 per cent of the boys'. If these results be true, they may have some bearing on the question of co-education and they would seem to indicate that somewhere in the upper grades, the sexes might with advantage to both be separated in instruction, and possibly larger demands made of the boys. In this connection it must

be said, however, that the total number of pupils examined, is too small to warrant hard and fast conclusions being drawn. The "Vital Capacity" chart, like the ergographic chart, indicates increasing divergence between boys and girls, with increasing age, and to the advantage of the boys. The same condition is also illustrated by the grip chart. This chart also seems to indicate that marked differences in the strength of the two hands does not occur in boys until after 14 years, and in girls until after 13.

#### COMPARISON OF PHYSICAL AND INTELLECTUAL CAPACITY.

Some years ago Prof. W. Townsend Porter, then of St. Louis, now of Harvard Medical School, made anthropometric observations on a large number of children in the St. Louis schools. Among his observations was one to the effect that the brighter children in a room had a greater mean weight than the mean weight of the whole room, from which he formulated the dictum that intellectual capacity in school children is a function of body weight. Although this conclusion of Porter's has been much criticised, it has always appeared to me to be one of great importance. At the outset, therefore, of these tests I determined to re-investigate Porter's problem, and to that end put at the top of each card certain data to be supplied by the teacher with reference to each pupil, and comprising marking on a scale of 10 in attention, memory, and grasp of work, from which it was thought a reliable average school standing could be computed, and subsequently used in comparison with the physical data obtained by the trained observers, Messrs. Smedley and Campbell. It was found, however, that on account of the range of age of the pupils in each room that a satisfactory presentation of the subject could not be made with the small number of pupils examined.

In place of the plan contemplated, one perhaps more reliable has been employed. The grading of the schools is entirely upon an intellectual basis, and the grade standing of a large group of pupils may be considered to indicate fairly their intellectual capacity. In the Alcott School there were 126 eleven-year-old pupils and 138 twelve-year-old pupils. The eleven-year-old pupils were scattered through the grades from the second to the seventh inclusive, and the twelve-year-old pupils were found in the third to the eighth grades.

These ages were selected because there were more pupils

tested of these ages than any other. Then again the pupils of less age are not so widely distributed through the grades, and if an age above twelve were taken it would be found that some had gone into the high schools and so were beyond the range of our present observation. Enough has been done with other ages to show that the law holds good.

The following tables, IV to XIII, and charts VIII to XII, show the physical peculiarities of these two groups of children in net height, weight with clothing, endurance (ergograph work), vital capacity, and strength of grip of the right hand. The fact that the charts give broken lines instead of smooth curves is probably due to the small number of pupils tested.

TABLE IV.

Mean height of the twelve-year-old pupils of the different grades:

GRADES.	No. Measured.	Mean Height in Millimeters.	Average Age.
III.....	1	1354	12 yrs. 2 mo. 7 da.
IV.....	19	1431	12 yrs. 4 mo. 28 da.
V.....	42	1407	12 yrs. 5 mo. 13 da.
VI.....	41	1441	12 yrs. 5 mo. 18 da.
VII.....	30	1475	12 yrs. 7 mo. 22 da.
VIII.....	5	1504	12 yrs. 6 mo. 27 da.

TABLE V.

Mean height of the eleven-year-old pupils of the different grades:

GRADES.	No. Measured.	Mean Height in Millimeters.	Average Age.
II.....	2	1314	11 yrs. 5 mo. 29 da.
III.....	4	1350	11 yrs. 7 mo. 7 da.
IV.....	44	1369	11 yrs. 5 mo. 16 da.
V.....	50	1382	11 yrs. 6 mo. 2 da.
VI.....	20	1427	11 yrs. 6 mo. 26 da.
VII.....	6	1474	11 yrs. 7 mo. 15 da.

CHART VIII.  
NET HEIGHT.  
School Grades.

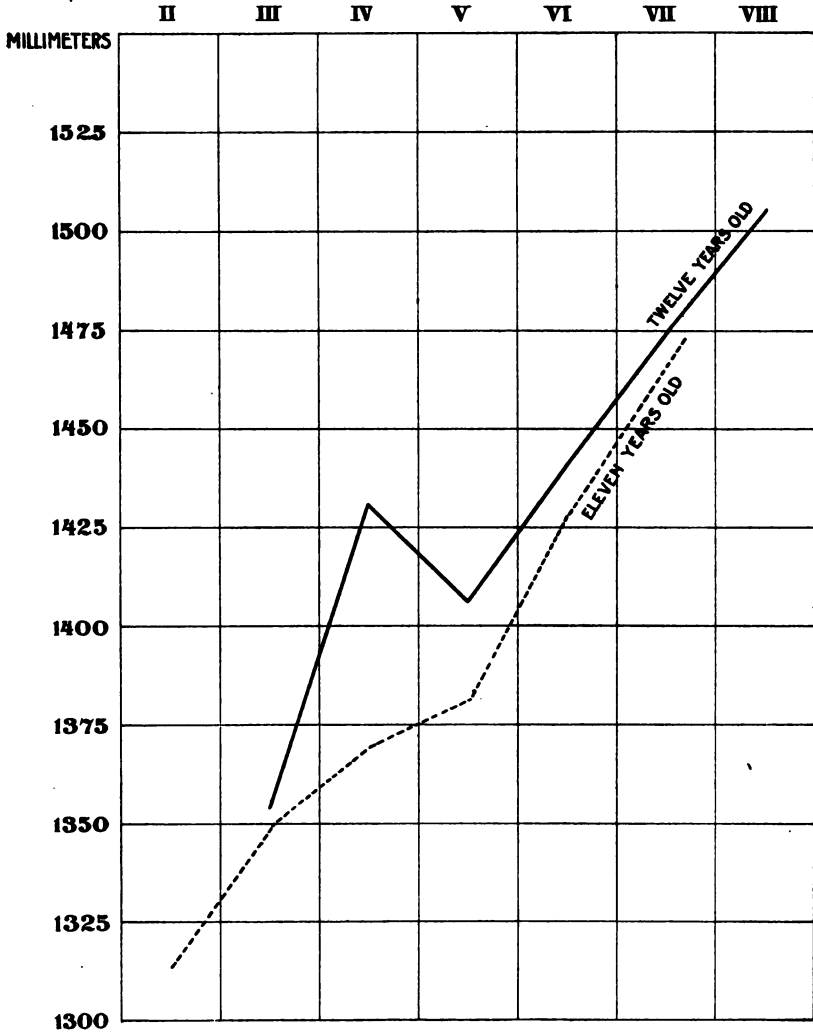


TABLE VI.

Mean weight with clothing of the twelve-year-old pupils of the different school grades :

GRADES.	Number Weighed.	Mean Weight in Kilograms.	Average Age.
III.....	1	28.125	12 yrs. 2 mo. 7 da.
IV.....	19	35.500	12 yrs. 4 mo. 28 da.
V.....	42	34.525	12 yrs. 5 mo. 13 da.
VI.....	41	34.450	12 yrs. 5 mo. 18 da.
VII.....	30	37.788	12 yrs. 7 mo. 22 da.
VIII.....	5	42.025	12 yrs. 6 mo. 27 da.

TABLE VII.

Mean weight with clothing of the eleven-year-old pupils of the different school grades :

GRADES.	Number Weighed.	Mean Weight in Kilograms.	Average Age.
II.....	2	28.613	11 yrs. 5 mo. 29 da.
III.....	4	30.400	11 yrs. 7 mo. 7 da.
IV.....	44	31.788	11 yrs. 5 mo. 16 da.
V.....	50	31.512	11 yrs. 6 mo. 2 da.
VI.....	20	35.850	11 yrs. 6 mo. 26 da.
VIII.....	6	40.225	11 yrs. 7 mo. 15 da.

CHART IX.  
WEIGHT WITH CLOTHING.

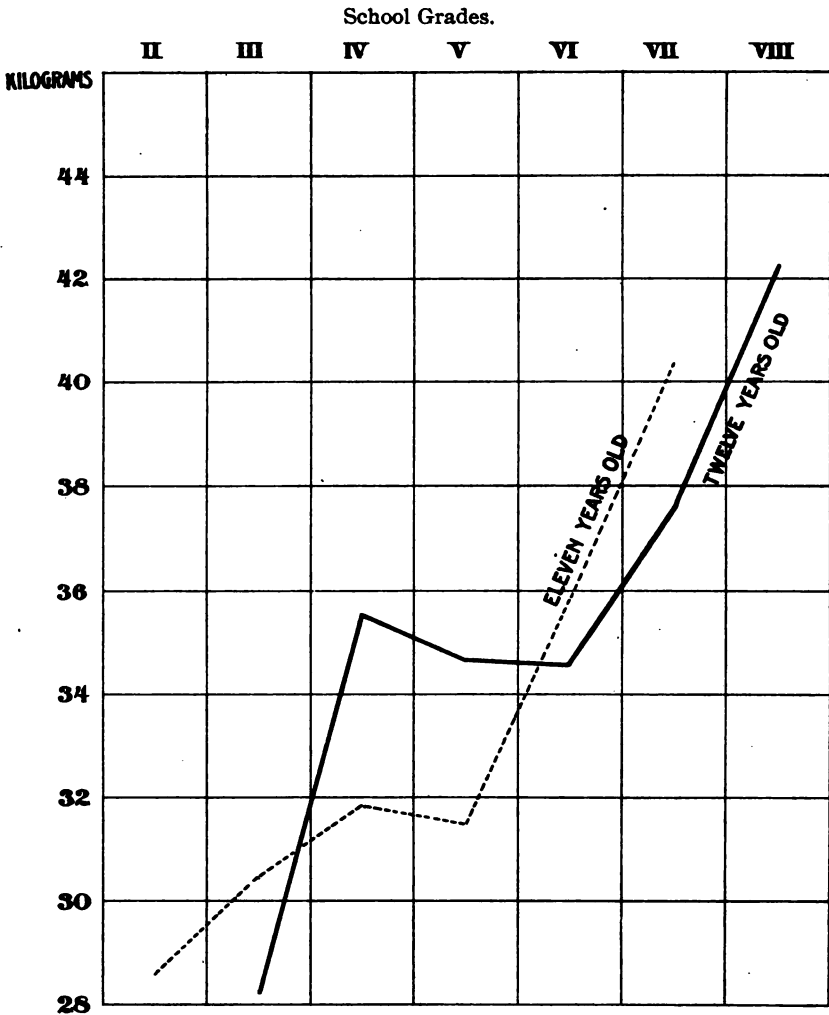




TABLE VIII.

Mean work done on the Ergograph in ninety seconds by the twelve-year-old pupils of the different school grades:

GRADES.	No. Tested.	Work done in Cent. Kgs.	Average Age.
III .....	1	246	12 yrs. 2 mo. 7 da.
IV .....	19	307.4	12 yrs. 4 mo. 28 da.
V .....	42	270.1	12 yrs 5 mo. 13 da.
VI .....	41	271.2	12 yrs. 5 mo. 18 da.
VII .....	30	302.4	12 yrs. 7 mo. 22 da.
VIII.....	5	318	12 yrs. 6 mo. 27 da.

TABLE IX.

Mean work done on the Ergograph by eleven-year-old pupils of the different school grades:

GRADES.	No. Tested.	Work done in Cent. Kgs.	Average Age.
II .....	2	173	11 yrs. 5 mo. 29 da.
III.....	4	195	11 yrs. 7 mo. 7 da.
IV .....	44	245.6	11 yrs. 5 mo. 16 da.
V .....	50	237.8	11 yrs. 6 mo. 2 da.
VI.....	20	269.3	11 yrs. 6 mo 26 da.
VII .....	6	302	11 yrs. 7 mo. 15 da.

CHART X.  
WORK WITH ERGOGRAPH.  
School Grades.

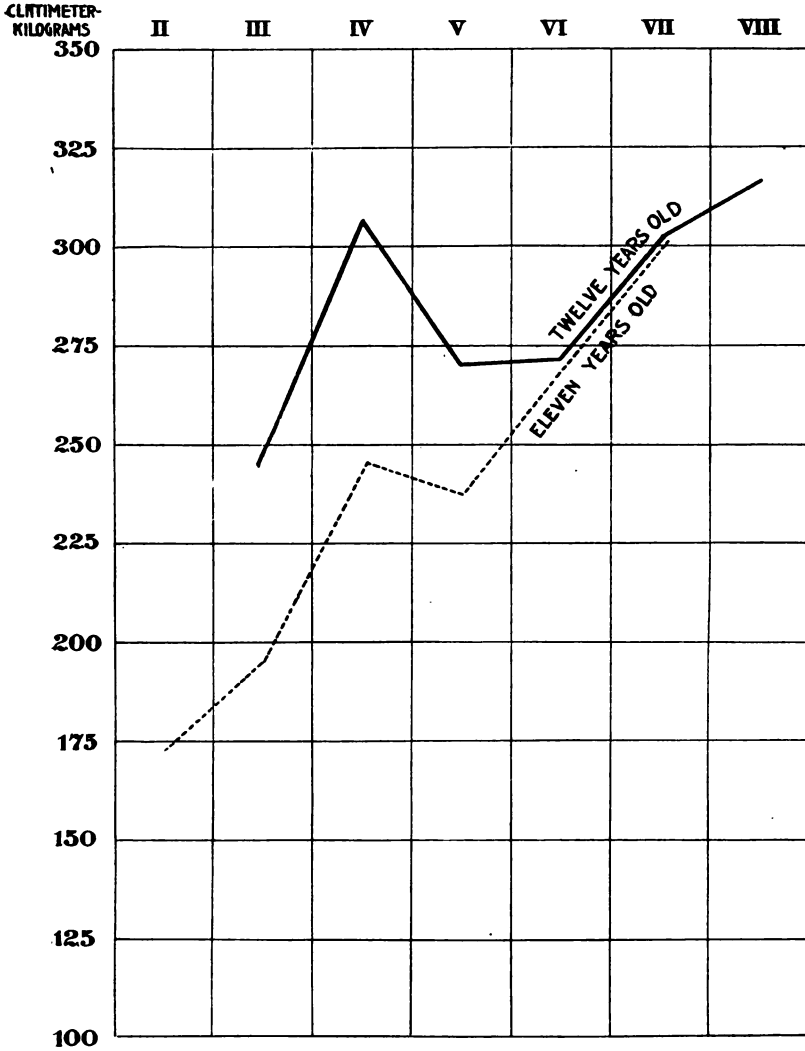


TABLE X.

Mean vital capacity of the twelve-year-old pupils of the different school grades:

GRADES.	No. Tested.	Vital Capacity in Cub. Cent's.	Average Age.
III.....	1	1700	12 yrs. 2 mo. 7 da.
IV.....	19	1650	12 yrs. 4 mo. 28 da.
V.....	42	1768	12 yrs. 5 mo. 18 da.
VI.....	41	1925	12 yrs. 5 mo. 18 da.
VII.....	30	1868	12 yrs. 7 mo. 22 da.
VIII.....	5	2400	12 yrs. 6 mo. 27 da.

TABLE XI.

Mean vital capacity of the eleven-year-old pupils of the different grades:

GRADES.	No. Tested.	Vital Capacity in Cub. Cent's.	Average Age.
II.....	2	1400	11 yrs. 5 mo. 29 da.
III.....	4	1588	11 yrs. 7 mo. 7 da.
IV.....	44	1650	11 yrs. 5 mo. 16 da.
V.....	50	1638	11 yrs. 6 mo. 2 da.
VI.....	20	1850	11 yrs. 6 mo. 26 da.
VII.....	6	1675	11 yrs. 7 mo. 15 da.

CHART XI.  
VITAL CAPACITY.  
School Grades.

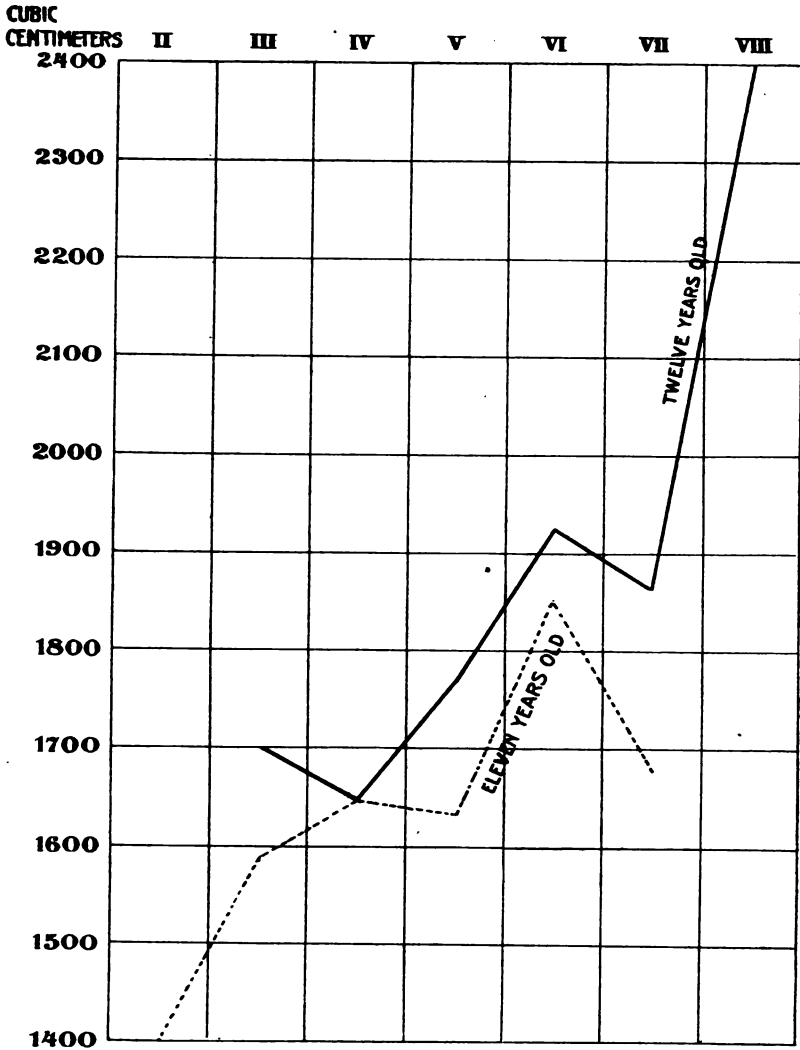


TABLE XII.

Mean strength of grip of the right hand of the twelve-year-old pupils of the different school grades :

GRADES.	No. Tested.	Strength in Kilograms.	Average Age.
III.....	1	12	12 yrs. 2 mo. 7 da.
IV.....	19	18	12 yrs. 4 mo. 28 da.
V.....	42	19.5	12 yrs. 5 mo. 13 da.
VI.....	41	21	12 yrs. 5 mo. 18 da.
VII.....	30	20	12 yrs. 7 mo. 22 da.
VIII.....	5	25	12 yrs. 6 mo. 27 da.

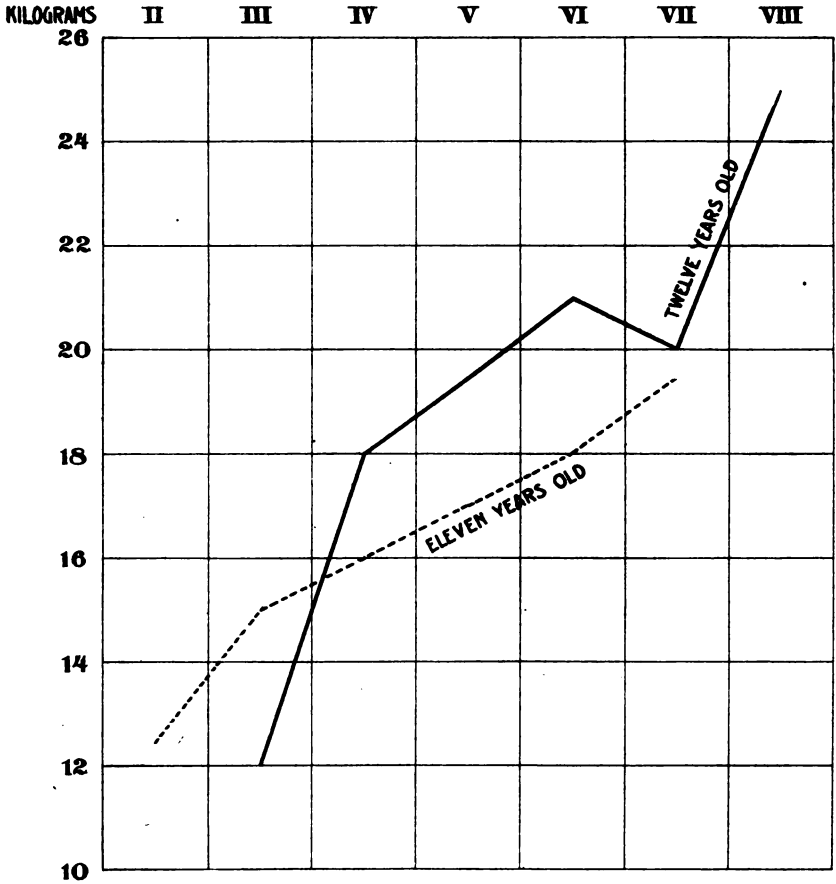
TABLE XIII.

Mean strength of grip of the right hand of the eleven-year-old pupils of the different school grades :

GRADES.	No. Tested.	Strength in Kilograms.	Average Age.
II.....	2	12.5	11 yrs. 5 mo. 29 da.
III.....	4	15	11 yrs. 7 mo. 7 da.
IV.....	44	16	11 yrs. 5 mo. 16 da.
V.....	50	17	11 yrs. 6 mo. 2 da.
VI.....	20	18	11 yrs. 6 mo. 26 da.
VII.....	6	19.5	11 yrs. 7 mo. 15 da.

CHART XII.  
STRENGTH OF RIGHT HAND.

School Grades.



It is clear from the foregoing charts and tables, that on the average those pupils who have made great intellectual advancement are on the whole taller, heavier, stronger, possessed of greater endurance, and larger breathing capacity than those who have made less advancement. These observations also indicate that a physical factor, as well as the intellectual one now entirely relied upon, should be introduced in the grading of pupils. This physical factor is particularly desirable in determining the fitness of children to enter the first grade, where so many children under the legal school age, are entered by misguided parents to the great detriment of the children.

In this connection, mention must be made of a fact well-known to all. In every school there are a few pupils who are small in stature and light in weight, and yet exceedingly bright in their school work. It is not very uncommon to find that the best pupil in the room is the smallest, and possibly the youngest. These small bright pupils constitute a class by themselves, they are exceptions to the general rule, and must, like all exceptions, receive special consideration. Such children cannot be considered normal, and I venture the assertion that the true explanation of them will be found to be of greater medical than pedagogical interest.

#### PHYSICAL EXTREMES IN EACH ROOM.

In Table XIV. are given the extremes in height, height sitting, weight with clothing, work on the ergograph, grip of right hand, and vital capacity in each of the several rooms examined—in all, twenty-eight rooms. These figures, as to the twenty-four rooms in the Alcott School are graphically represented in charts XIII. to XVII.

Chart XIII. giving extremes in height, shows that the tallest pupil in the first grade is but very little shorter than the shortest pupil in the eighth grade, the actual difference being only eighteen millimeters or less than three-quarters of an inch. Between these two grades the statures overlap each other in all the rooms. The greatest range of stature happens to be found in one of the fifth grade rooms, and amounts to 532 millimeters or twenty-one inches. I cannot conceive of a more eloquent plea for adjustable desks than this, and not only desks adjustable in name, but desks which can be actually adjusted. Chart XV, showing extremes of

work on the ergograph, is most instructive. The divergence of the extremes of endurance in the first grade is comparatively slight, showing that there the pupils are fairly evenly balanced in power, the minimum amounting to 28.3 per cent of the maximum. With each succeeding grade the divergence of the extremes increases until in the seventh grade the endurance of the weakest pupil amounts to only 18 per cent, and in the eighth grade to 18.5 per cent of that of the strongest. The chart shows the necessity of a very careful study of this problem, the determining of the causes of the phenomenon, and as far as possible removing these causes. Even before causes are determined the fact itself calls for greater elasticity in the work of the upper grades.

Charts XVI and XVII confirm the teachings of Chart XV. At present the work in physical culture is done by rooms; the rooms are graded on an intellectual basis exclusively. This is, on its face, bad for the work in physical culture, but how bad it is could not be known until such facts as those furnished by these tables of extremes had been worked out. If physical culture is to accomplish the most possible for the pupils of our schools, its classes must be graded upon a physical basis, and the work adapted to the needs of the pupil. It is believed that this can be done without too great interference with the other school work. Certainly these observations show the great necessity for the work of physical culture.

TABLE XIV.

## VARIATIONS IN THE SAME SCHOOL ROOM.

Kindergarten Burr School. Sadie F. Smith, teacher.

	Lowest.	Highest.	Percent- age. Lowest is of Highest.
Age.....	4:0:25	7:0:24	58
Height.....	922 mm.	1176 mm.	78
Height sitting.....	532 mm.	698 mm.	84
Weight (with clothing).....	18.725 kg.	21.675 kg.	83
Grip of right hand.....	3 kg.	12 kg.	25
Vital capacity.....	600 ccm.	1100 ccm.	55



## Kindergarten Hoyne School. Margaret Forsyth, teacher.

	Lowest.	Highest.	Percent- age. Lowest is of Highest.
Age.....	3:5:9	6:5:1	54
Height.....	866 mm.	1141 mm.	76
Height sitting.....	503 mm.	686 mm.	79
Weight (with clothing).....	12.900 kg.	21.775 kg.	59
Grip of right hand.....	3 kg.	10 kg.	30
Vital capacity.....	550 ccm.	1300 ccm.	42

## First Grade Alcott School. Louisa Buhre, teacher.

Age.....	5:5:23	9:4:1	59
Height.....	1016 mm.	1259 mm.	81
Height sitting.....	572 mm.	696 mm.	82
Weight (with clothing).....	15.875 kg.	27.300 kg.	58
Work on ergograph.....	40 kg. cm.	149 kg. cm.	27
Grip of right hand.....	5 kg.	18 kg.	28
Vital capacity.....	700 ccm.	1375 ccm.	51

## First Grade Alcott School. Estelle Eckardt, teacher.

Age.....	5:5:7	8:8:18	62
Height.....	1081 mm.	1282 mm.	84
Height sitting.....	582 mm.	680 mm.	86
Weight (with clothing).....	14.900 kg.	27.850 kg.	54
Work on ergograph.....	51 kg. cm.	158 kg. cm.	34
Grip of right hand.....	5 kg.	13 kg.	38
Vital capacity.....	700 ccm.	1475 ccm.	47

## First Grade Alcott School. Edythe Olson, teacher.

Age.....	6:1:18	9:8:18	64
Height.....	1074 mm.	1322 mm.	81
Height sitting.....	585 mm.	737 mm.	79
Weight (with clothing).....	15.350 kg.	26.250 kg.	42
Work on ergograph.....	53 kg. cm.	252 kg. cm.	21
Grip right hand.....	5 kg.	18 kg.	26
Vital capacity.....	950 ccm.	1500 ccm.	63

## First Grade Alcott School. Mabel B. P. Inskeep, teacher.

Age.....	6:0:14	9:8:16	62
Height.....	1080 mm.	1282 mm.	84
Height sitting.....	586 mm.	701 mm.	84
Weight (with clothing).....	17.525 kg.	28.575 kg.	61
Work on ergograph.....	59 kg. cm.	182 kg. cm.	32
Grip right hand.....	7 kg.	15 kg.	47
Vital capacity.....	900 ccm.	1800 ccm.	50

Second Grade Alcott School. Blanche Quinlan, teacher.

	Lowest.	Highest.	Percent- age. Lowest is of Highest.
Age.....	7:3-14	9:1-9	80
Height.....	1119 mm.	1382 mm.	81
Height sitting.....	610 mm.	752 mm.	81
Weight (with clothing).....	17.600 kg.	33.875 kg.	54
Work on ergograph.....	73 kg. cm.	290 kg. cm.	25
Grip right hand.....	6 kg.	18 kg.	33
Vital capacity.....	875 ccm.	1825 ccm.	48

Second Grade Alcott School. Rose A. Altschul, teacher.

	Lowest.	Highest.	Percent- age. Lowest is of Highest.
Age.....	6:6-7	10:1-11	64
Height.....	1123 mm.	1340 mm.	84
Height sitting.....	604 mm.	735 mm.	82
Weight (with clothing).....	18.325 kg.	62.200 kg.	29
Work on ergograph.....	92 kg. cm.	272 kg. cm.	34
Grip of right hand.....	7 kg.	18 kg.	39
Vital capacity.....	800 ccm.	1800 ccm.	44

Second Grade Alcott School. Marian Wilzinski, teacher.

	Lowest.	Highest.	Percent- age. Lowest is of Highest.
Age.....	7:5-22	11:6-13	65
Height.....	1178 mm.	1364 mm.	86
Height sitting.....	640 mm.	734 mm.	87
Weight (with clothing).....	19.125 kg.	35.150 kg.	54
Work on ergograph.....	53 kg. cm.	363 kg. cm.	15
Grip of right hand.....	8 kg.	23 kg.	35
Vital capacity.....	1000 ccm.	2000 ccm.	50

Second Grade Alcott School. Mabel H. Christie, teacher.

	Lowest.	Highest.	Percent- age. Lowest is of Highest.
Age.....	8:0-19	10:7-24	76
Height.....	1167 mm.	1374 mm.	85
Height sitting.....	651 mm.	741 mm.	88
Weight (with clothing).....	21.525 kg.	33.650 kg.	64
Work on ergograph.....	88 kg. cm.	268 kg. cm.	33
Grip of right hand.....	6 kg.	18 kg.	33
Vital capacity.....	1000 ccm.	1700 ccm.	59

Second Grade Alcott School. Hilma Enander, teacher.

	Lowest.	Highest.	Percent- age. Lowest is of Highest.
Age.....	7:5-2	11:5-14	65
Height.....	1149 mm.	1350 mm.	85
Height sitting.....	620 mm.	721 mm.	86
Weight (with clothing).....	19.825 kg.	34.225 kg.	58
Work on ergograph.....	99 kg. cm.	271 kg. cm.	37
Strength of right hand.....	7 kg.	21 kg.	33
Vital capacity.....	1000 ccm.	1875 ccm.	53

## Third Grade Alcott School. Sara A. Ryan, teacher.

	Lowest.	Highest.	Percent- age. Lowest is of Highest.
Age.....	7:9:11	11:1:19	70
Height.....	1166 mm.	1404 mm.	83
Height sitting.....	644 mm.	745 mm.	86
Weight (with clothing).....	21.750 kg.	35.275 kg.	62
Work on ergograph.....	111 kg. cm.	314 kg. cm.	35
Grip of right hand.....	8 kg.	20 kg.	40
Vital capacity.....	1200 ccm.	2250 ccm.	53

## Third Grade Alcott School. Laura McIntire, teacher.

Age.....	8:3:11	12:2:7	68
Height.....	1215 mm.	1470 mm.	83
Height sitting.....	663 mm.	775 mm.	86
Weight (with clothing).....	23.625 kg.	58.225 kg.	41
Work on ergograph.....	122 kg. cm.	314 kg. cm.	49
Strength of right hand.....	10 kg.	22 kg.	45
Vital capacity.....	1100 ccm.	2075 ccm.	53

## Fourth Grade Alcott School. Amanda V. Anderson, teacher.

Age.....	8:2:13	12:5:24	65
Height.....	1164 mm.	1465 mm.	79
Height sitting.....	680 mm.	758 mm.	83
Weight (with clothing).....	20.950 kg.	41.350 kg.	51
Work on ergograph.....	133 kg. cm.	342 kg. cm.	39
Strength of right hand.....	8 kg.	19 kg.	4
Vital capacity.....	1000 ccm.	2025 ccm.	49

## Fourth Grade Alcott School. Amanda Henderson, teacher.

Age.....	9:6:1	14:1:4	71
Height.....	1196 mm.	1523 mm.	79
Height sitting.....	672 mm.	818 mm.	82
Weight (with clothing).....	21.700 kg.	54.800 kg.	40
Work on ergograph.....	130 kg. cm.	456 kg. cm.	29
Strength of right hand.....	9 kg.	25 kg.	32
Vital capacity.....	1125 ccm.	2400 ccm.	47

## Fourth Grade Alcott School. Katherine Keir, teacher.

Age.....	9:4:10	14:6:0	65
Height.....	1201 mm.	1529 mm.	79
Height sitting.....	627 mm.	815 mm.	77
Weight (with clothing).....	20.800 kg.	53.200 kg.	39
Work on ergograph.....	99 kg. cm.	420 kg. cm.	24
Strength of right hand.....	9 kg.	31 kg.	29
Vital capacity.....	1075 ccm.	2650 ccm.	41

## Fourth Grade Alcott School. Fannie T. Farrell, teacher

	Lowest.	Highest.	Percent- age. Lowest is of Highest.
Age.....	9:6:23	14:3:22	67
Height.....	1191 mm.	1528 mm.	78
Height sitting.....	685 mm.	818 mm.	78
Weight (with clothing).....	20.775 kg.	50.400 kg.	41
Work on ergograph.....	128 kg. cm.	525 kg. cm.	24
Strength of right hand.....	10 kg.	27 kg.	37
Vital capacity.....	1075 ccm.	2600 ccm.	41

## Fifth Grade Alcott School. Lillie A. Hussander, teacher.

Age.....	10:0:18	14:3:12	72
Height.....	1213 mm.	1574 mm.	77
Height sitting.....	665 mm.	814 mm.	82
Weight (with clothing).....	23.200 kg.	46.775 kg.	50
Work on ergograph.....	108 kg. cm.	462 kg. cm.	23
Strength of right hand.....	10 kg.	29 kg.	34
Vital capacity.....	1275 ccm.	2875 ccm.	44

## Fifth Grade Alcott School. Frances M. Silliman, teacher.

Age.....	10:7:12	15:8:0	68
Height.....	1245 mm.	1777 mm.	70
Height sitting.....	655 mm.	866 mm.	76
Weight (with clothing).....	21.475 kg.	55.125 kg.	39
Work on ergograph.....	75 kg. cm.	587 kg. cm.	13
Strength of right hand.....	8 kg.	27 kg.	30
Vital capacity.....	1000 ccm.	2350 ccm.	43

## Sixth Grade Alcott School. May A. Behan, teacher.

Age.....	9:10:19	14:7:11	68
Height.....	1260 mm.	1646 mm.	77
Height sitting.....	667 mm.	870 mm.	77
Weight (with clothing).....	25.550 kg.	56.625 kg.	45
Work on ergograph.....	163 kg. cm.	628 kg. cm.	26
Strength of right hand.....	10 kg.	35 kg.	29
Vital capacity.....	1075 ccm.	2525 ccm.	42

## Sixth Grade Alcott School. Elizabeth B. Parkes, teacher.

Age.....	9:9:0	15:8:16	62
Height.....	1345 mm.	1654 mm.	81
Height sitting.....	710 mm.	859 mm.	83
Weight (with clothing).....	28.250 kg.	55.475 kg.	51
Work on ergograph.....	141 kg. cm.	646 kg. cm.	22
Strength of right hand.....	14 kg.	41 kg.	34
Vital capacity.....	1050 ccm.	3125 ccm.	34

## Seventh Grade Alcott School. Fannie S. Roberts, teacher.

	Lowest.	Highest.	Percent- age. Lowest is of Highest.
Age.....	11:5:24	15:8:8	78
Height.....	1333 mm.	1785 mm.	77
Height sitting.....	691 mm.	897 mm.	78
Weight (with clothing).....	29.525 kg.	62.950 kg.	47
Work on ergograph.....	168 kg. cm.	744 kg. cm.	23
Strength of right hand.....	15 kg.	54 kg.	26
Vital capacity.....	1400 ccm.	3700 ccm.	38

## Seventh Grade Alcott School. Jeanette L. Bacon, teacher.

Age.....	12:2:14	15:11:0	58
Height.....	1336 mm.	1702 mm.	78
Height sitting.....	692 mm.	902 mm.	77
Weight (with clothing).....	30.600 kg.	59.025 kg.	52
Work on ergograph.....	153 kg. cm.	748 kg. cm.	21
Strength of right hand.....	14 kg.	41.5 kg.	36
Vital capacity.....	1425 ccm.	3525 ccm.	41

## Seventh Grade Alcott School. Blanche C. Turner, teacher.

Age.....	11:3:12	16:4:14	69
Height.....	1267 mm.	1715 mm.	74
Height sitting.....	679 mm.	902 mm.	75
Weight (with clothing).....	31.550 kg.	68.525 kg.	46
Work on ergograph.....	104 kg. cm.	1050 kg. cm.	10
Strength of right hand.....	12 kg.	55 kg.	21
Vital capacity.....	1250 ccm.	3650 ccm.	37

## Eighth Grade Alcott School. Jessie A. Phelps, teacher.

Age.....	12:5:4	16:3:27	77
Height.....	1390 mm.	1728 mm.	75
Height sitting.....	711 mm.	932 mm.	76
Weight (with clothing).....	31.775 kg.	72.325 kg.	44
Work on ergograph.....	154 kg. cm.	968 kg. cm.	16
Strength of right hand.....	17.5 kg.	46.5 kg.	38
Vital capacity.....	1800 ccm.	3825 ccm.	34

## Eighth Grade Alcott School. Anna R. Burke, teacher.

Age.....	12:2:15	16:10 6	72
Height.....	1240 mm.	1738 mm.	77
Height sitting.....	705 mm.	889 mm.	79
Weight (with clothes).....	30.625 kg.	72.550 kg.	42
Work on ergograph.....	142 kg. cm.	679 kg. cm.	21
Strength of right hand.....	14.5 kg.	40 kg.	36
Vital capacity.....	1500 ccm.	3275 ccm.	46

Eighth Grade Hoynes School. Annie G. Ahearn, teacher.

	Lowest.	Highest.	Percent- age. Lowest is of Highest.
Age.....	13:10:17	17:8:21	78
Height.....	1407 mm.	1771 mm.	79
Height sitting.....	736 mm.	937 mm.	78
Weight (with clothing).....	34.675 kg.	68.225 kg.	51
Work on ergograph.....	221 kg. cm.	920 kg. cm.	24
Strength of right hand.....	21 kg.	58 kg.	36
Vital capacity.....	1825 ccm.	4125 ccm.	44

Eighth Grade Hoynes School. S. Augusta Stimpson, teacher.

Age.....	13:4:0	17:11:15	74
Height.....	1428 mm.	1733 mm.	82
Height sitting.....	753 mm.	907 mm.	83
Weight (with clothing).....	35.375 kg.	61.675 kg.	57
Work on ergograph.....	223 kg. cm.	802 kg. cm.	28
Strength of right hand.....	16 kg.	49 kg.	33
Vital capacity.....	1600 ccm.	3700 ccm.	43

## CHART XIII.

DIFFERENCES IN HEIGHT BETWEEN THE TALLEST AND THE SHORTEST PUPIL  
OF EACH ROOM OF THE ALCOTT SCHOOL.

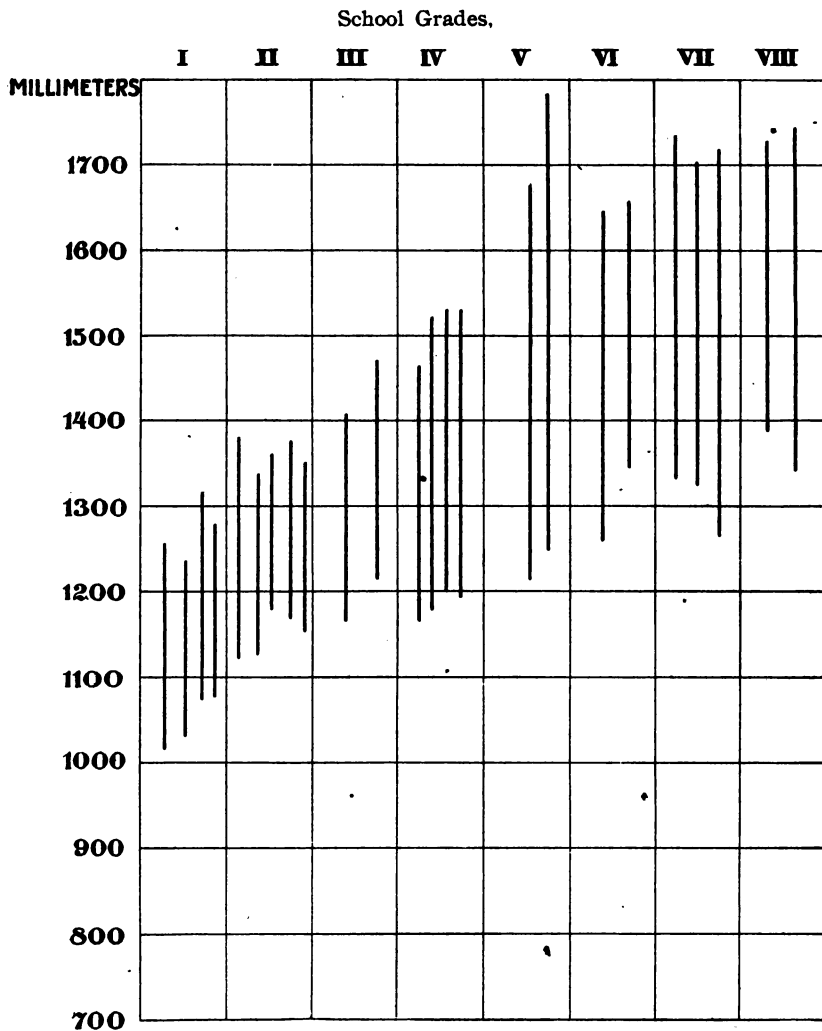


CHART XIV.

DIFFERENCES IN WEIGHT BETWEEN THE LIGHTEST AND HEAVIEST PUPIL  
OF EACH ROOM OF THE ALCOTT SCHOOL.

School Grades.

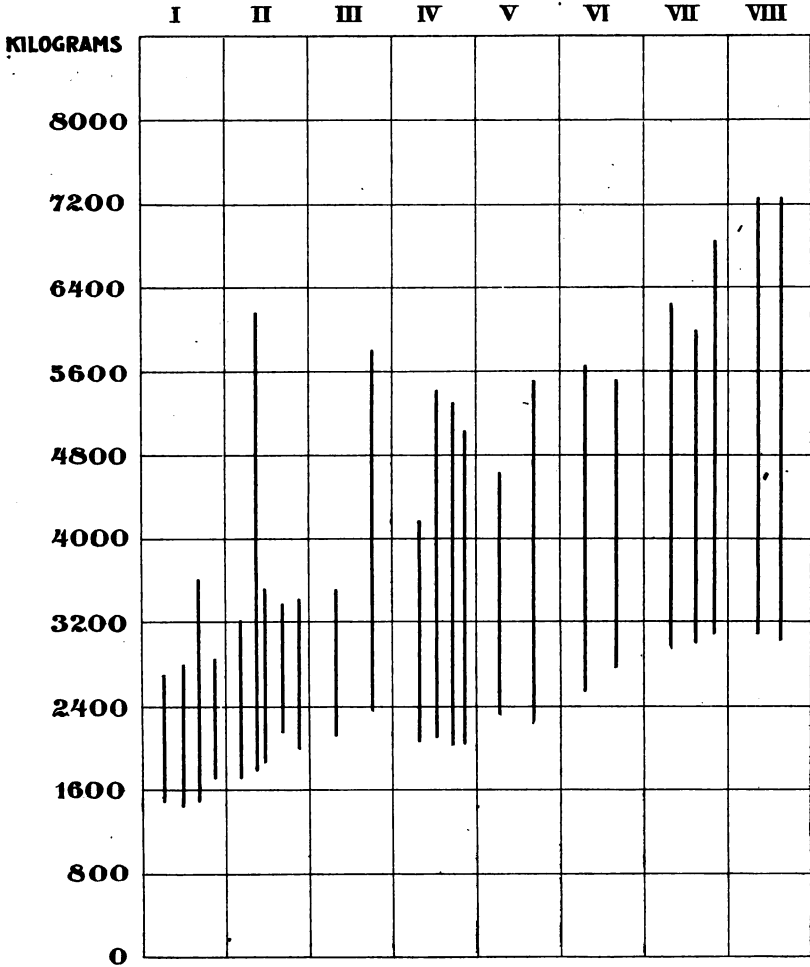




CHART XV.  
EXTREMES OF WORK ON THE ERGOGRAPH.

School Grades.

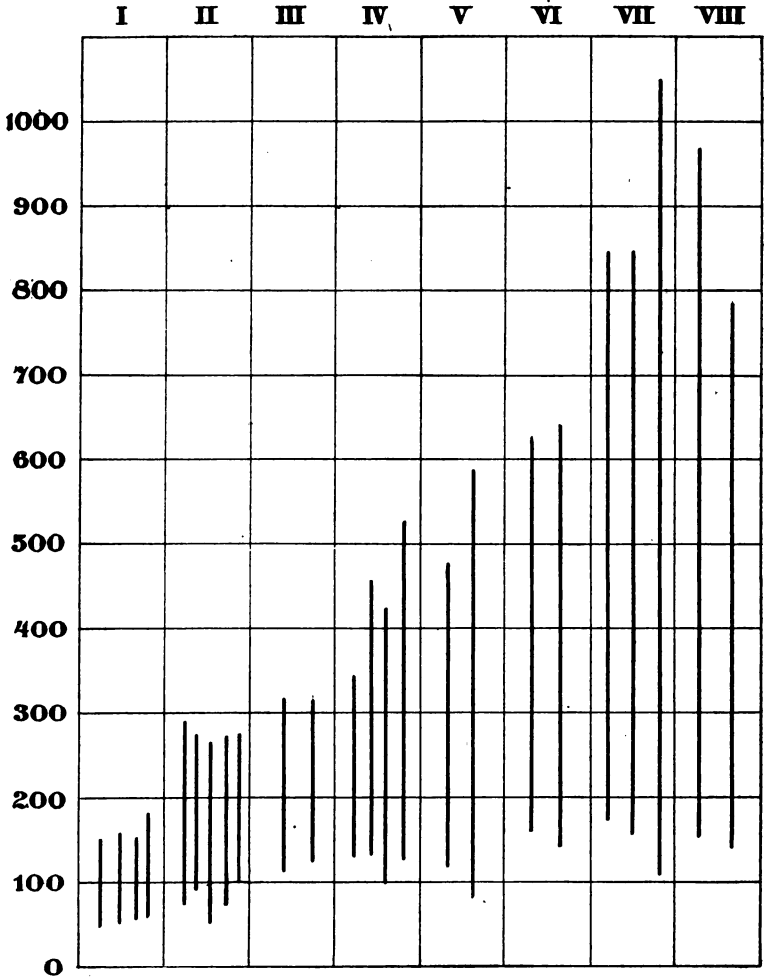


CHART XVI.  
EXTREMES OF STRENGTH.

School Grades.

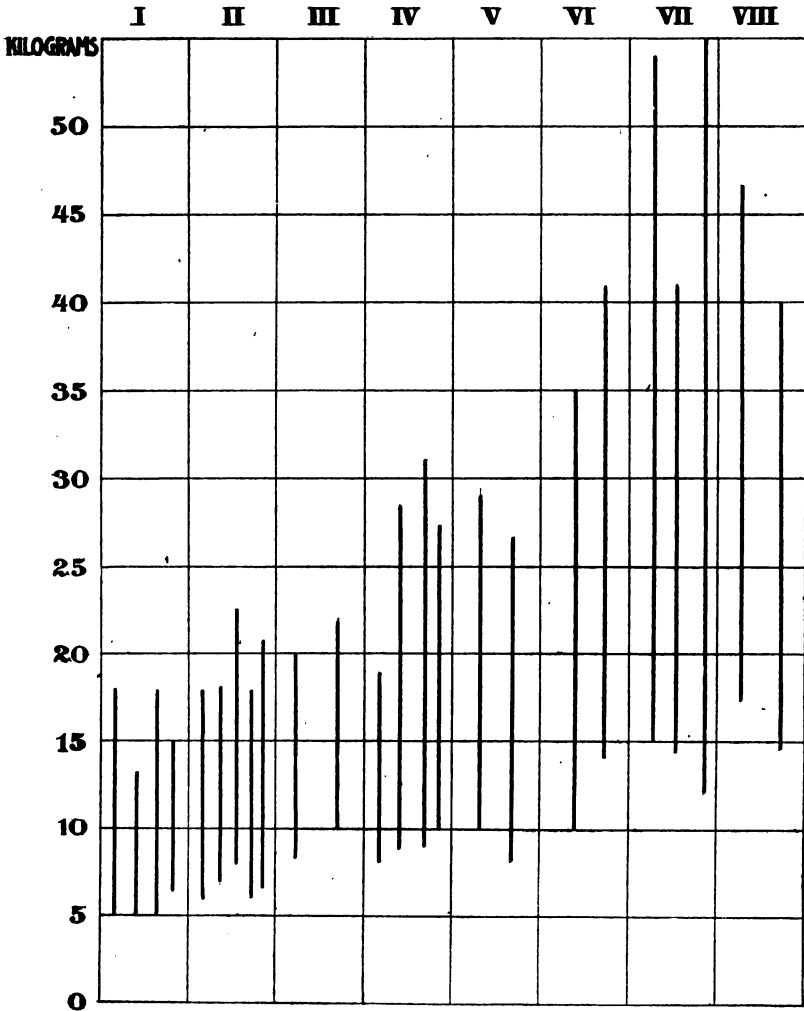
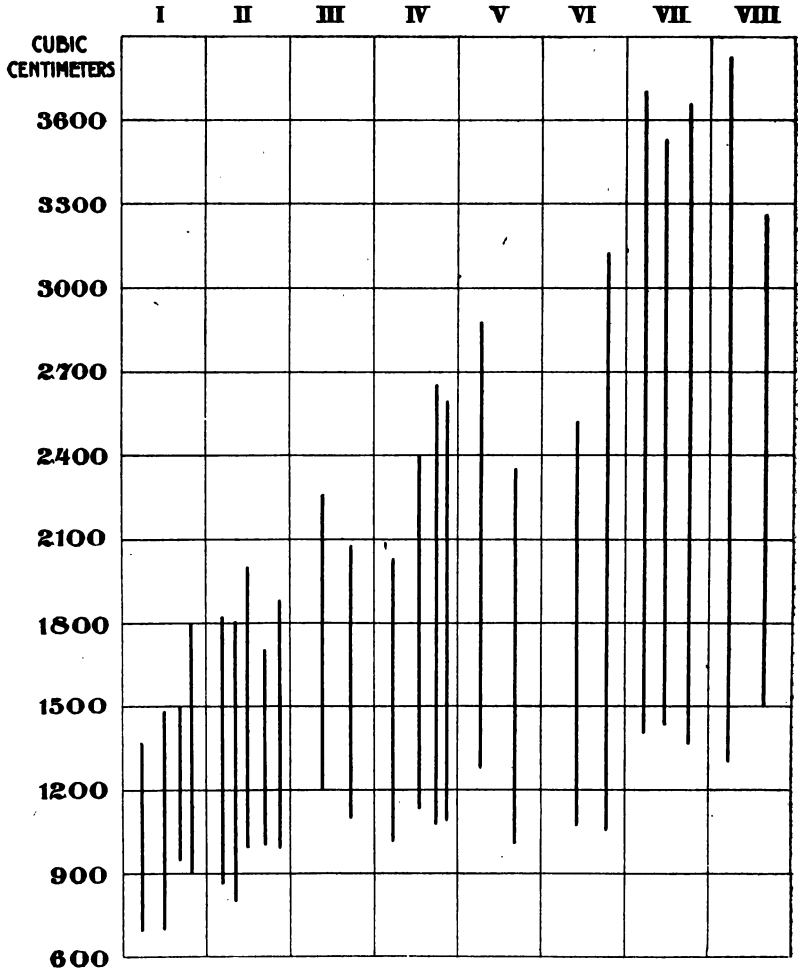


CHART XVII,  
EXTREMES IN VITAL CAPACITY

School Grades.



## COURSE OF POWER DURING THE DAY.

The time of taking each ergographic tracing was noted on the ergogram. This furnished the data for determining the course of power throughout the school day. (See Chart XXIX.) As a check experiment eight pupils, four boys and four girls, representing about the average of the school, and selected from several different departments, were tested at intervals of about three-quarters of an hour throughout the school day. The variations in the amount of work done by each of these pupils gives the individual course of power and the average work done should have a close resemblance to the course of power for the school. (See Chart XXVIII.) For the better understanding of the problem and its solution the tracings made by one of these pupils and the chart from them are given, showing her individual course of power throughout the day. The weight used each time with this girl was three kilograms. The falling off in the amount of work done at 2:30 P. M. is probably due to some difficult task just preceding that test.

The ergograms of this pupil No. 498 are given in charts XVIII to XXVI, and the time when each was made is recorded on the chart. Table XV gives the figures belonging to these tests, and they are graphically represented in chart XXVII. The close resemblance of charts XXVII, XXVIII and XXIX to each other is quite marked and confirmatory of their accuracy. During the time that these observations were being made the children of the Alcott School were deprived of their usual morning recess, because of the obstruction of the playground by the work on the addition to the building. Quite probably this fact has influenced the course of the fatigue curve for the day, and it will be interesting to compare this curve with one charted from observations made at the same school later or at another having the recess. It seems fair to draw from these curves the following conclusions:

1. The extremes of endurance and fatigue in school are greater in the morning than in the afternoon.
2. A higher grade of power is found in the morning session in children attending two sessions daily.
3. While endurance is not as great, it is better sustained in the afternoon.

CHART XVIII.

9:00 80 cm.

No. 498.

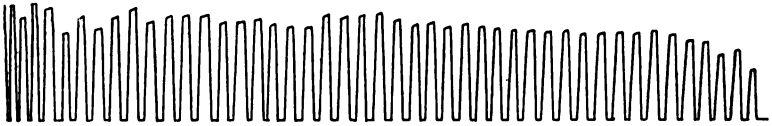


CHART XIX.

9:47 83 cm.

No. 498.

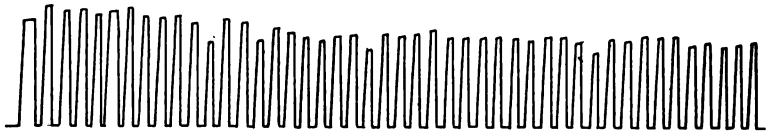


CHART XX.

10:40 81 cm.

No. 498.

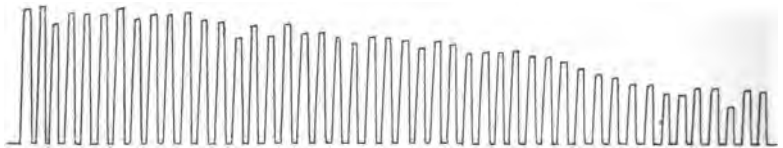


CHART XXI.

11:30 63 cm.

No. 498.

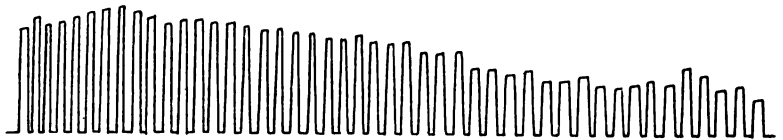
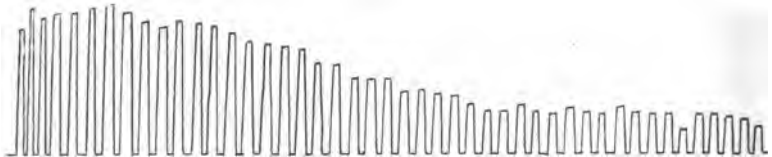


CHART XXII.

12:18 60 cm.

No. 498.

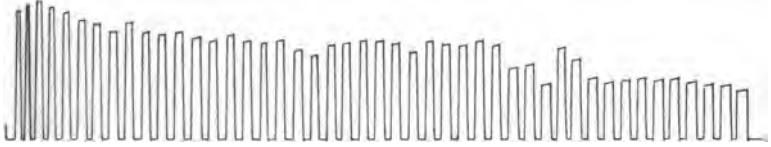


1:34

73 cm.

CHART XXIII.

No. 498.

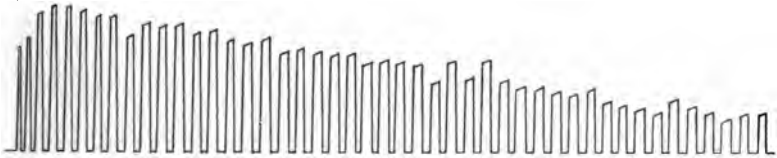


2:20

66 cm.

CHART XXIV.

No. 498.

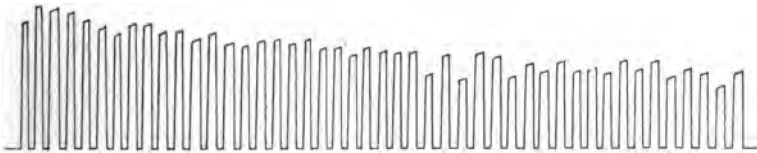


3:13

69 cm.

CHART XXV.

No. 498.



3:55

61 cm.

CHART XXVI.

No. 498.

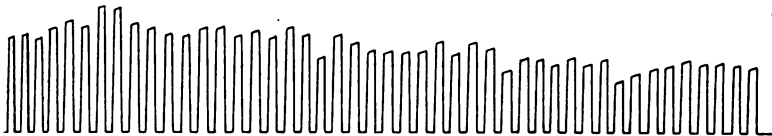


CHART XXVII.

COURSE OF POWER THROUGHOUT THE SCHOOL DAY AS DETERMINED BY THE ERGOGRAPHIC RECORDS MADE BY No. 498.

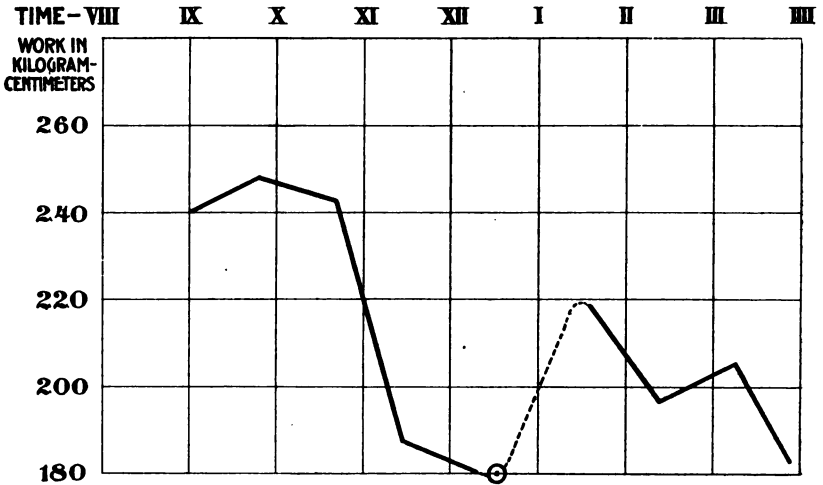


TABLE XV.

DATA—The weight, 3 kg., was lifted once in two seconds for 96 seconds.

Time of Test.....	9:00	9:47	10:40	11:30	12:18	1:34	2:20	3:18	8:55
Work Done (kg. cm.).....	240	249	243	189	180	219	198	207	183

CHART XXVIII.

COURSE OF POWER THROUGHOUT A SCHOOL DAY AS DETERMINED BY THE AVERAGE ERGOGRAPHIC RECORDS OF EIGHT PUPILS OF THE ALCOTT SCHOOL.

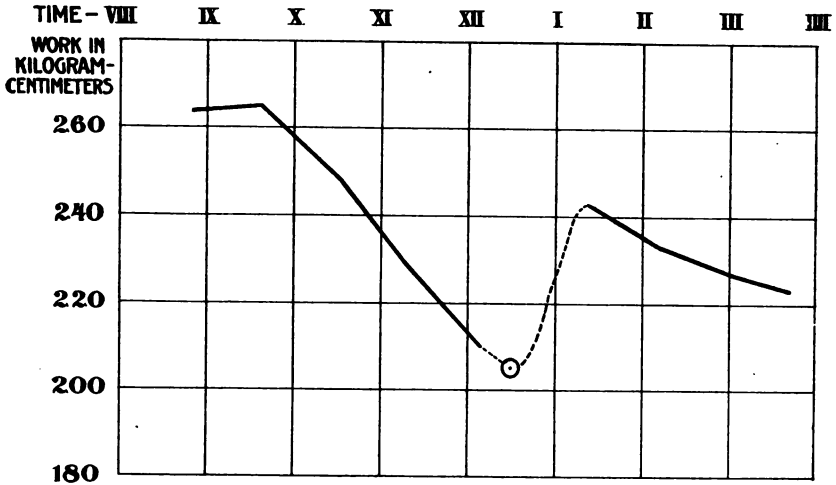


TABLE XVI.

DATA—Eight pupils (4 boys and 4 girls) were each tested nine times during the day. Each test consisted of 90 seconds' work. A weight of 3 kg. was lifted every other second.

Average Time of Test.....	8:51	9:37	10:32	11:20	12:07	1:23	2:08	3:00	3:45
Average Work Done(kg.cm).	262	263	249	229	212	243	234	228	224



CHART XXIX.

COURSE OF POWER DETERMINED FROM THE ERGOGRAPHIC RECORDS OF ELEVEN HUNDRED TWENTY-SEVEN PUPILS OF THE ALCOTT SCHOOL.

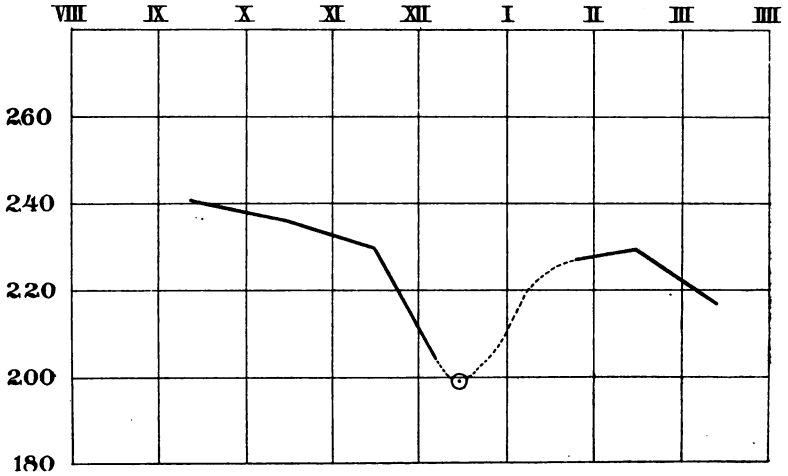


TABLE XVII.

DATA—Each test lasted 90 seconds. The weight, which was seven per cent of the pupil's weight, was lifted once in two seconds.

Average Time of Tests.....	9:35	10:32	11:28	12:11	1:51	2:31	3:21
Average Work Done (kg. cm).....	242	237	231	204	227	229	218

## AN UNGRADED ROOM.

Near the close of the school year, at the suggestion of Superintendent Andrews, the apparatus was transferred to another school and tests were made on the pupils of a special room set apart for dull and troublesome pupils. The department contained sixteen boys and four girls. The average age of the boys was eleven years, five months, ten days; that of the girls was ten years, four months and twenty-one days.

A number of developmental defects was noted among these pupils which would suggest imperfect formation of the brain. Two are marked as being microcephalic, their heads being below normal in size. Seven of the twenty are recorded as having cranial asymmetry, eight as having asymmetrical faces. Six are noted as having peculiarly formed ears, and nine as having narrow, high, or imperfectly formed palates. Five of the pupils had decided eye defects, the visual acuity being  $\frac{20}{30}$  or lower, while thirteen had hearing so defective in one or both ears as to place them at a disadvantage in school work. That is, 60 per cent reached a subnormal point in hearing that only 24 per cent of the Alcott School pupils of the same age fell to.

Malnutrition was shown by marked anæmia in two of the pupils. Want of muscular tonicity was noted in seven. The nervous ergographic tracings made by most of these children, and the small amount of work done on the ergograph by them would indicate the same condition.

The averages made by these pupils was lower in every particular than the averages made by the Alcott School pupils of the same age as will appear from the following table.

TABLE XVIII.

Comparison of the averages made in the tests by the pupils of the ungraded room with the Alcott School averages:

	Net Height. Min.	Height Sitting. Min.	Weight. Kg.	Work on Ergograph. Kg.-Cm.	Combined Strength of Hands. Kg.	Vital Capacity. c. cm.
Girls of Ungraded Room.....	1,274	692	27,325	160	23.8	1,375
Alcott School normals for the same age .....	1,323	704	29,033	180	24.4	1,444
Boys of Ungraded Room.....	1,362	724	30,880	206	32.4	1,762
Averages for same age at Alcott School .....	1,378	727	31,888	261	34.6	1,763

## CONCLUSIONS.

While many interesting deductions might be made from the foregoing observations, I deem it best to present only the following conservative conclusions, which I believe are fully justified by the observations:

1. In general there is a distinct relationship in children between physical condition and intellectual capacity, the latter varying directly as the former.

2. The endurance (ergographic work) of boys is greater than that of girls at all ages, and the difference seems to increase after the age of nine.

3. There are certain anthropometric indications, which warrant a careful and thorough investigation into the subject of co-education in the upper grammar grades.

4. Physical condition should be made a factor in the grading of children for school work, and especially at the entrance into the first grade.

5. The great extremes in physical condition of pupils in the upper grammar grades, make it desirable to introduce great elasticity into the work of these grades.

6. The classes in Physical Culture should be graded on a physical instead of an intellectual basis.

## GENERAL REMARKS.

At this point certain questions naturally arise. Can such work as the foregoing be systematically prosecuted by the Board of Education with advantage to the schools? If so, what should be its scope?

The first question I shall answer affirmatively. The reason for this answer, as well as the answers to the second question, may be considered together. It is now very generally admitted that one function of education is sense training. To this end there has been introduced into the curriculum nature study, music, drawing, constructive work, as the manual training, etc. While it is not intended to suggest that the whole utility of these studies lies in sense training, it is that factor of them, which I am now considering. The wood-working done in manual training is not intended to fit the pupils for the carpenter trade, nor could it accomplish this. It does train the eye to measure actual and comparative distances, it does train the tactile sense, it does train the muscular sense and the joint sense. Large sums of money are spent annually to secure this

training, and it is necessary to determine whether the work done trains as it is supposed to. The products of the work in a crude way determine this question, but it can be determined with much greater nicety and accuracy by properly arranged sense tests in the hands of an observer whose psychological information gives him a full knowledge of the extent, varieties and the limitations of the senses under examination. Such examinations applied to groups of pupils will furnish reliable data from which to judge of the efficacy of the various forms of manual training, to determine the good and the bad elements in the work, and in general to fix the pedagogical value, and therefore the commercial value, of the whole work or of any of its parts.

In a similar way such examinations may be used to determine the value of all of the work done for the purposes of sense training, to discover the weak points, and to show the reason of the weakness.

#### HALF-DAY SESSIONS.

A problem which has vexed this Board for many years is that of half-day sessions, and its correlative problem, rented rooms for school children. Thus far it has been assumed to be desirable to provide all pupils with a full day session. Now that we realize that education is not a tangible substance to be poured into the child, doubt is thrown on this assumption. As a matter of fact it is not known at all whether it is better for the first grade pupil to attend a half day session or a whole day session. Nor is the relative value of the morning and afternoon sessions known. But both are questions of fact which can be determined by experiment and observation. But these questions could be given positive answers in two, or possibly one, year's time by a well-equipped corps of observers, working along child-study lines. Let us assume, for the sake of the argument, that it is found that half-day sessions are preferable for young children, and that afternoon sessions are as good as morning sessions. Such knowledge would not only prove of great value to the children involved but it would save the Board of Education of Chicago enough money in a single year to support the corps making the observations for half a century.

#### INFLUENCE OF NATIONALITY.

In certain of the Chicago schools the great bulk of the population is Italian, in others Bohemian, in others Scandi-

navian, in others Russian, and so on. These children bring into their school work the characteristic hereditary tendencies of the great nations from which they are descended. If the schools are to do the best for these children, and to do their share in blending these nationalities into a common American type, the national peculiarities of these children must be known, and they can only be known by systematic, scientific study.

#### BACKWARD PUPILS.

The pupils of the ungraded rooms present a problem. Between the normal children and those sufficiently feeble-minded to be sent to the State institution, there is a contingent which must be handled in the schools; these are the extremely dull pupils, the bugbear of the teachers and the greatest of all drawbacks to the normal children. These children are to be gathered into ungraded rooms. Their management calls for a careful investigation of each individual child, by a trained psychologist, to determine the nature and extent of his defects, for the guidance of the teacher, who on her part must be highly trained in her profession, competent to understand thoroughly the report of the psychologist and to adapt her work to the needs of the pupil. With some of these pupils the difficulty is entirely or largely nutritional, which is outside the scope of the management of the educational authorities. In others the defect lies in the nervous system. These defects may be classified as follows:

1. Defects in the avenues to the brain and cord—i. e., defects in the senses and their tracts.

2. Defects in the brain itself.

(a) Structural defects.

(b) Nutritional defects—

(1) Anaemia.

(2) Starvation.

(3) Fatigue.

(4) Toxaemia.

3. Defects in the efferent or motor tracts.

For the first class of these defects some provision is already made in the sense—training methods used in the schools of to-day. It is necessary, however, to extend the time devoted to this training, and to apply it with the highest grade of skill to the defective pupils. As to the structural defects of the brain, medicine offers no relief. The whole hope lies in educa-

tion, and fortunately it is a hope founded on good grounds. As to the nutritional defects, the fatigue element comes largely within the scope of school work, while the others are to be relegated to the physician.

The management of the motor defects is to be found in the constructive work and educational games, now so largely gaining headway in the schools.

If it is the duty of the state to educate normal children, it is doubly its duty to educate these less favored ones, and such education cannot be conducted on guess work. It must have an accurate scientific background.

#### TRUANTS.

The truants present another field for child-study work. Their peculiarities should be as carefully studied as those of the children in the ungraded rooms. The parental school, soon to be established, should through such channels as is here contemplated, throw much light on the truants and the best methods of managing them. Indeed I cannot see how a truant school can be well managed until the physical peculiarities of the truants have been thoroughly studied.

#### LIMITATIONS OF THE WORK.

In the present series of observations it will be noted that each pupil was examined only as to seven points. The investigation was purposely restricted to these limits, in order that the largest possible number of pupils might be examined. In systematic work with such objects as have just been outlined the scope of the observations would have to be considerably extended. Nevertheless there are many problems in child study, such for instance as those relating to the emotions, which may be left to private investigators. All observations made under the Board of Education should be along lines likely to lead quickly to results which could be applied immediately in pedagogical work.

It seems to me desirable that the work thus initiated and done under the auspices of the Board of Education should be continued and made a permanent feature of the school work.

Respectfully submitted,

W. S. CHRISTOPHER, M. D.,

Member Board of Education.

I present herewith the report of District Superintendent Speer, which does not appear in the report of the Superintendent of Schools.

REPORT OF DISTRICT SUPERINTENDENT WILLIAM W. SPEER, IN  
CHARGE OF DISTRICT NO. 2.

*Motor Activity and Education.*

The task of the teacher of to-day is by no means so simple as in the time of Plato. The changing of conditions of even the last hundred years have given new ideals and called for corresponding changes in appliances and methods.

Unless we believe that the acme of human wisdom has already been reached, there is no reason why the schools should rest in tradition and precedent. But the need of adaptation to a changing environment does not rob us of a permanent basis for endeavor. I find that this basis in the thought which the records of the past, the discoveries of science, and the promises of faith alike suggest—the thought of the ascension of the powers. The school is concerned with the whole personality, the whole life. To promote organic progress, to find the means of organic nutrition should be our serious study and persistent endeavor.

The work of centuries crystallizing in the mind of Herbert Spencer was expressed more than forty years ago in the memorable words: "The law of organic progress is the law of all progress." Organic progress requires that each part fulfill its function; it is development from within; it is growth. Organic progress forbids "handing over the body to doctors of medicine and the spirit to doctors of philosophy, who seem to have agreed in but one thing—that the partition shall be eternal, and that neither shall ever intrude into the domain of the other."

Accepting the unity of the being as the keynote of our work does not forbid studying, now this phase, now that; no activity can be understood in isolation, nor can all be fitly trained without due attention to special functions.

Nature has given to the eye, the ear, the hand, the brain, each its own work and sphere, and each should be allowed legitimate channels of action.

We cannot endow the child with new powers, and in the

degree that the school fails to call into action those he has it fails to educate. It is not from the standpoint of the physical that I shall chiefly urge motor activity in the elementary school, but from the view that when we sin against the body we sin against the mental and moral life. In turn, neglect of the mental and moral weakens the man physically. It is true that men with diseased bodies may accomplish much intellectually; it is also true that wonderful physical feats are performed by those undeveloped mentally; but it does not follow that free play of all the functions does not conduce to strength of the being as a whole.

If an excessive supply of blood in the brain may produce congestion or delirium, and lack of blood or impure blood cause unconsciousness, then the motor activity which favors free circulation, which removes waste products, cannot be a matter of indifference in promoting the evolution of thought. It is not motor activity alone that concerns the teacher, but motor activity in relation to education. The schools contemplate more than the strength of the athlete or the suppleness of the ballet dancer. As science is ready with statistics to show that refining and strengthening the muscular system tend to improve the character, so it is ready to show that dullness, fear, grief, entail actual wear of nerve elements; that prolonged depression enfeebles the character, while hope and joy enlivens, give courage, inclination and power to do. Thus the emotional life is of deep significance. Dr. Maudsley, who will hardly be considered a sentimentalist, remarks: "To me it seems not unreasonable to suppose that the mind may stamp its tone, if not its very features, on the individual elements of the body, inspiring them with hope and energy, or infecting them with despair and feebleness."

This suggests that motor training should be of a 'gladdening and energizing character," and points to play as an important, though by no means exclusive, agent. There are many aspects of play which the limits of this paper forbid touching. For example, games indicated by the imitative and active tendencies, such as keeping house, playing store, postoffice, etc., at once suggest inlets for impressions domestic and commercial. Then there is the school senate, the debating club, the reception, involving unconscious lessons in courtesy, law and order. But the great value of games and plays appears to me to lie in their indirect educational influence, in the mental and moral condition they induce, and it is from this standpoint that I shall speak.



It is true that activity along established lines loses its influence in developing dormant cells, and when pushed to the exclusion of varied action, tends to interfere with the growth of power. This is true of every form of action. But how can varied action be induced if the child is not in a condition to attend, to adapt itself to new circumstances? Rest and recreation through play are means of preserving a condition in which mind and body can work at their full capacity. Games should not tax nerves already fatigued by excessive demands for attention and skill. Let there be times for free discharge as for free receptivity. Abrupt transitions are unnatural. The child, hitherto free to run, jump, shout at will, is not ready to abandon these delights upon entering the school. Body and mind demand such means for attaining physical development, self-control, freedom. Such games as the tug-of-war may not do much for observation; they do not excite a high order of action, but in the earlier school days they are useful in freeing the child from the restraints of timidity and self-consciousness, and become a means of promoting social action. The child knows it can pull, it likes to try its strength, and embraces the opportunity in the school as it does out of it. Besides this, the action produces a glow, a diffusion of energy, and furnishes a new supply of blood to the central nervous system. Differences in physical as well as mental strength should be considered in all forms of motor activity, and it is not to be supposed that a vigorous romp is to be immediately followed by mental action. Healthful action is, of course, conditioned by rest, and any action carried to the fatigue point is mischievous. Games with bean bags, puss in the corner, or anything which gives free joyous movement are adapted in varying degrees and amounts to the elementary school. The child should unconsciously acquire a love for law and order. Play is a means to this end. Opening right channels for energy induces a condition which tends to do away with ill-balanced conduct. Free the nerve element from irritation by the movement and recreation which the growth demands and reflection, will and right conduct become possible. The moral influence of the game lies in the self-activity it calls forth, both in doing and refraining from doing. The necessity of adapting himself to the requirements of the game is quickly seen by the learner. He attends, he directs himself, he acts, he co-operates with his fellows. It may be urged that there is so much for children to learn that there is no

time for play. Even if one takes this view of the purpose of the school play is no less necessary.

The limits of this paper forbid dwelling upon the manner in which bodily action enters into the formation of ideas and habits. But it is well known that the motor and sensory functions are essential elements in the mental life. Economy in education requires that we utilize these elements; that we keep the child in a condition favorable for mental and moral action. Attainment is impossible without attention, and attention is impossible when the brain is benumbed by impure blood. Nourishment must be converted by nature into blood and tissue and productive force.

W. W. SPEER.

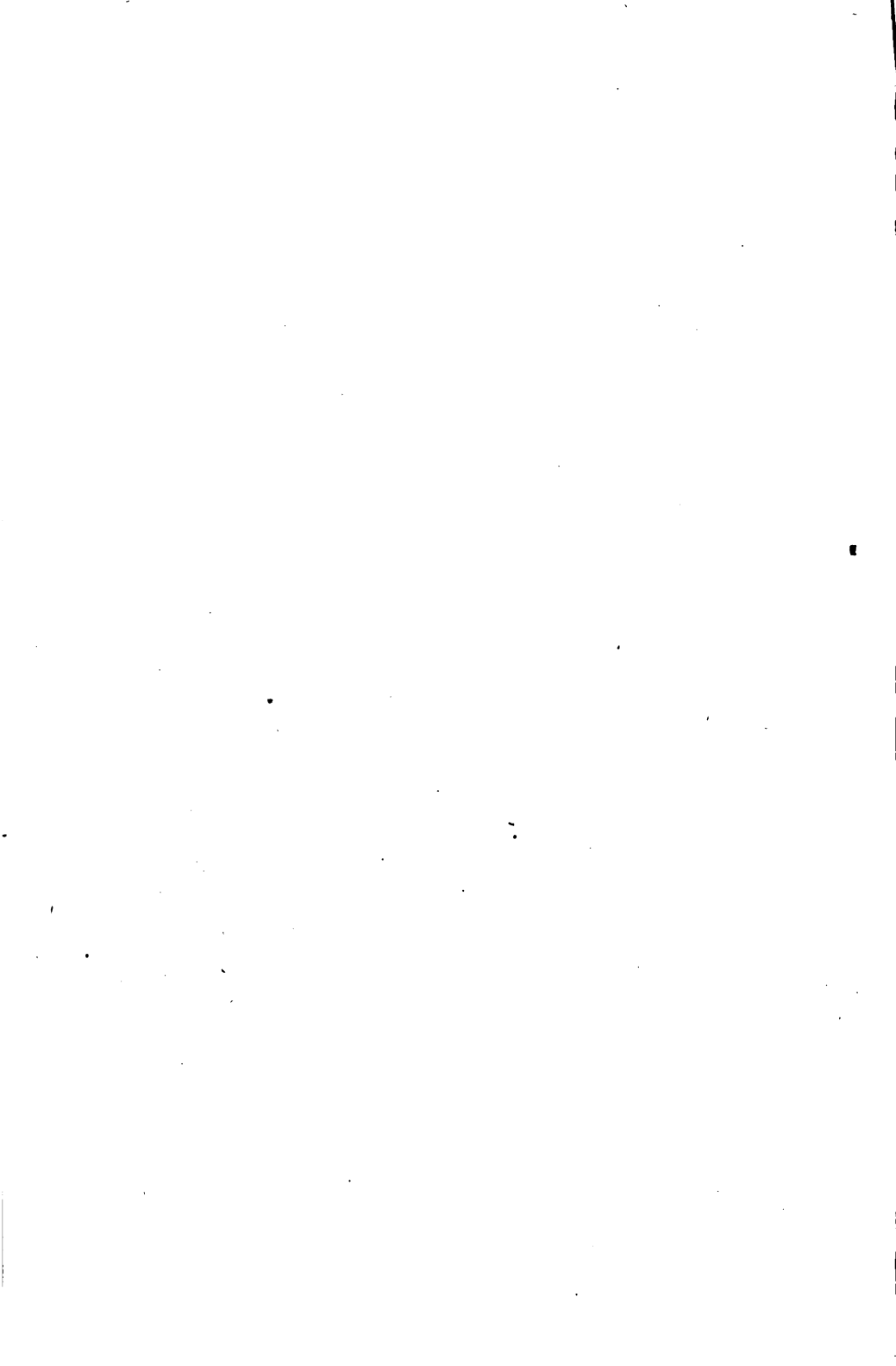
I submit herewith the report of E. Benj. Andrews, Superintendent of Schools, verbatim as it was handed to me, with the exception of the report of Dr. Colin A. Scott, which was withdrawn at his request, and the report of Dr. Christopher on the subject of child study. This report was transmitted to me by Dr. Christopher, and was presented by me as a part of my report. Subsequently it was taken out without my authority or consent, and presented as a part of the Superintendent's report. I have restored it to the place where it belongs.

I present also the reports of the committees.

Respectfully submitted,

GRAHAM H. HARRIS,

*President.*

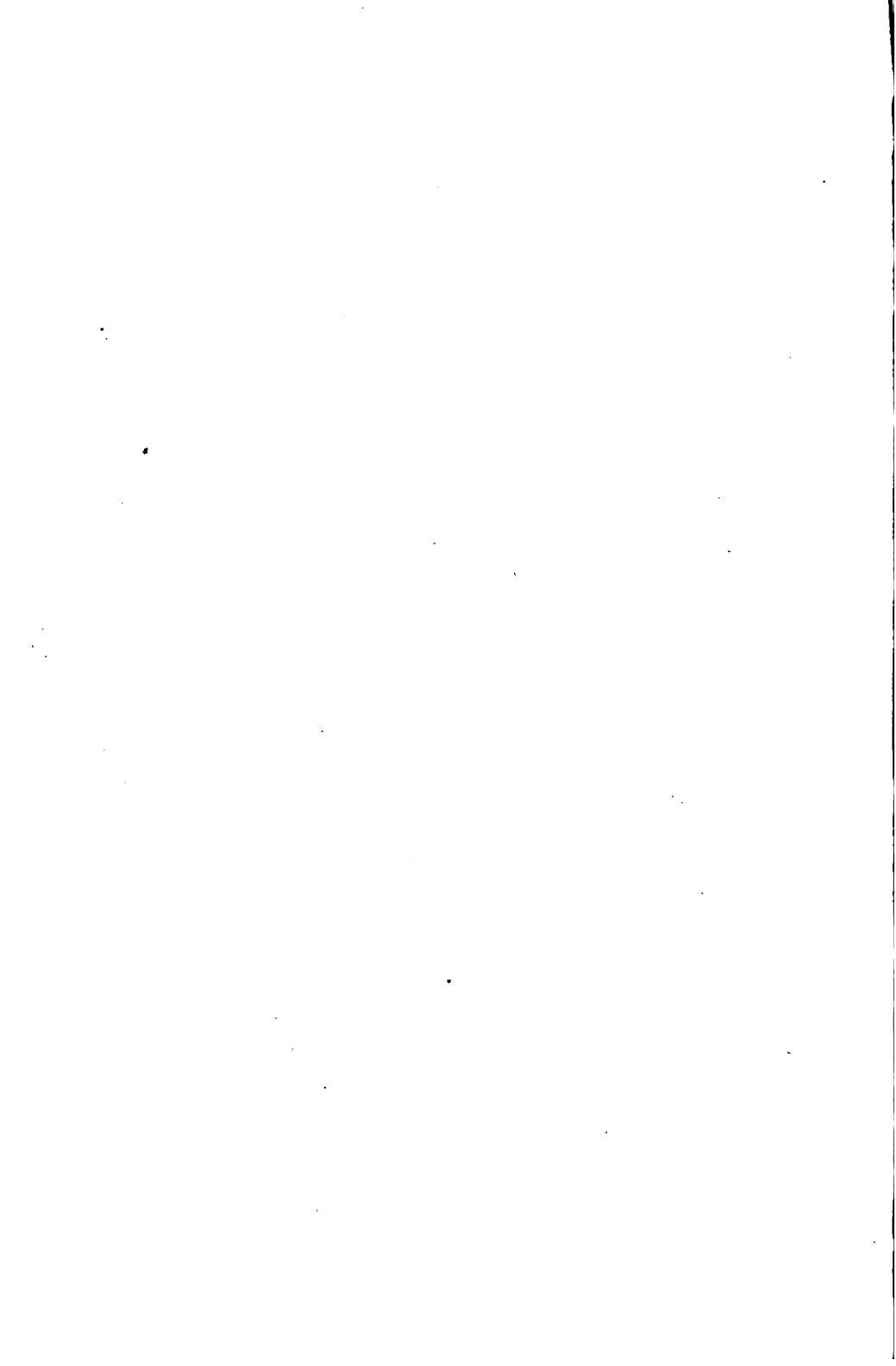




O'TOOLE SCHOOL, 48TH AND BISHOP STREETS.

RECEIVED  
FEBRUARY 1954  
U.S. AIR FORCE  
HEADQUARTERS  
WASHINGTON, D.C.

**REPORTS OF STANDING COMMITTEES.**



## REPORT OF THE COMMITTEE ON FINANCE.

*To the Board of Education of the City of Chicago:*

Your Committee on Finance respectfully presents their report in detail of the expenditures on account of the Board of Education for the school year ending June 30, 1899, as follows :

SCHOOL TAX FUND.	
<b>SALARIES—</b>	
Superintendents and teachers.....	\$4,866,661 80
Less amount charged to School Fund.....	\$ 759,963 44
Less for salaries of teachers of Special Studies.....	891,279 05
	1,642,242 49
	\$3,224,419 81
Office employes.....	70,700 58
Engineers and janitors.....	399,809 69
<b>SCHOOL SITES—</b>	
Northeast corner 101st street and Union avenue.....	\$ 2,380 80
Calumet avenue, between 41st and 49d streets.....	29,732 00
Northeast corner Mohawk and Menominee streets.....	83,500 00
Prairie avenue, north of 39th street.....	45,986 53
Northeast corner Edmunds avenue and Goodman street....	3,000 00
Southeast corner North 42d court and West Cullum street..	5,000 00
Northeast corner Ingelside avenue and 54th street (four quarterly payments).....	1,750 00
Addition to Dore School lot.....	20,000 00
Addition to Lake View High School lot.....	3,700 00
Addition to Forrestville School lot.....	7,000 00
Addition to Avondale School lot.....	2,000 00
Addition to Lawndale School lot.....	4,780 36
	\$ 156,829 69
<b>NEW BUILDINGS—</b>	
On account of contracts for erection of.....	915,944 52
<b>INCIDENTAL EXPENSES IN CONNECTION WITH ERECTION OF NEW BUILDINGS—</b>	
Fences and sidewalks.....	\$ 8,985 41
Watchmen's services.....	10,519 00
Cleaning buildings and removing rubbish.....	340 60
Heating during process of erection.....	14,477 35
Gas and electric fixtures Lake View High School.....	894 75
Curtain hoist apparatus Lake View High School.....	200 00
Filling John Spry School lot.....	1,250 00
	\$ 36,687 11



**FURNISHING NEW BUILDINGS—**

Seats and desks.....	\$ 18,576 73	
Bookcases.....	2,188 00	
Chairs.....	986 19	
Window shades.....	1,290 53	
		\$ 22,986 45

**ARCHITECT DEPARTMENT—**

Salaries of Architect and assistants.....	\$ 44,972 63	
Draughting supplies.....	1,976 54	
Car fare.....	757 49	
Reference books.....	183 65	
Office furniture.....	211 75	
		\$ 48,052 06

**PERMANENT IMPROVEMENTS—**

*Wire Window Guards and Hand Rails for the following named School Buildings:*

Auburn Park.....	\$ 153 75	
Bancroft.....	81 60	
Brentano.....	12 50	
Fallon.....	23 50	
Garfield.....	124 00	
Goethe.....	1 75	
Graham.....	35 00	
Hartigan.....	42 00	
J. N. Thorp.....	15 50	
J. W. Scott.....	38 50	
Jefferson.....	6 50	
King.....	6 50	
Lincoln.....	4 75	
Longwood.....	33 00	
Maulerle.....	5 85	
Mark Sheridan.....	31 45	
Moseley.....	6 50	
Normal.....	9 50	
Oak Street.....	3 10	
Ravenswood.....	61 85	
W. P. Nixon.....	35 00	
		\$ 732 10

*Earth Filling and Cindering on the following named School Lots:*

Lake High.....	\$ 22 00	
Agassiz.....	16 00	
Auburn Park.....	30 25	
Bismarck.....	24 20	
Brentano.....	16 47	
Burnside.....	1,060 00	
Burr.....	77 00	
Carter.....	12 00	
Chas. W. Earle.....	36 40	
Crawford.....	24 22	
Eighty-third Street.....	31 50	
Fulton.....	33 50	
Geo. Schneider.....	41 95	

Green.....	\$	88 00	
Jones.....		7 40	
Lawndale.....		14 22	
Madison Avenue.....		20 00	
McCosh.....		34 00	
Myra Bradwell.....		37 50	
Normal.....		750 00	
Ogden.....		16 60	
Polk Street.....		6 23	
Pulaski.....		152 50	
Rose Hill.....		49 50	
Tennyson.....		168 60	
Throop.....		13 60	
Tilden.....		54 39	
Von Humboldt.....		66 04	
Ward.....		92 40	
W. C. Goudy.....		4 35	
Supply House.....		47 60	
		<hr/>	
	\$		2,999 32

*Construction of Water Closets in Connection with Old Buildings:*

Lake High.....	\$	1,579 25	
Cooper.....		797 00	
Holden.....		1,061 00	
Irving.....		909 00	
Keith.....		906 00	
Kershaw.....		445 00	
King.....		889 00	
Manierre.....		939 00	
Marquette.....		543 00	
Parkman.....		710 00	
Raymond.....		1,311 00	
Throop.....		799 00	
Tilton.....		50 60	
Walsh.....		908 00	
Wells.....		827 00	
Wicker Park.....		1,151 00	
		<hr/>	
	\$		13,743 85

*Fitting up Additional Class Rooms in the following named School Buildings:*

Calumet High.....	\$	70 15	
Lake View High.....		152 25	
Northwest Division High.....		306 30	
Audubon.....		50 25	
Bowmanville.....		331 23	
Eighty-third Street.....		29 93	
Forest Glen.....		54 90	
Hamilton.....		90 38	
Healy.....		322 40	
Holmes.....		706 77	
Linne.....		413 65	
McCosh.....		137 50	
Newberry.....		15 90	

Ray .....	\$	184 30	
Scammon.....		140 25	
Tennyson.....		182 79	
Wicker Park.....		185 21	
		<hr/>	
	\$		3,274 16

*Fitting up Rooms for Household Arts in the following named School Buildings:*

Brown.....	\$	513 60	
Clarke.....		615 40	
Charles Kozminski.....		158 00	
Goethe.....		888 35	
Hawthorne.....		808 06	
J. N. Thorp.....		244 12	
J. R. Doolittle.....		619 40	
Lewis.....		490 25	
Lyman Trumbull.....		518 50	
McAllister.....		861 25	
		<hr/>	
	\$		5,686 98

Fitting up supply rooms, workshop and stable. \$ 3,606 35

*Fitting up Rooms for Kindergartens in the following named School Buildings:*

Adams .....	\$	436 72	
Arnold .....		202 50	
Calhoun.....		6 75	
Chase.....		782 00	
Cooper .....		870 00	
Cornell.....		608 00	
D. R. Cameron.....		545 70	
H. H. Nash.....		575 00	
Jefferson.....		468 85	
J. R. Doolittle, Jr.....		649 50	
Keith.....		266 69	
Lincoln.....		195 75	
Lowell.....		295 88	
Moos .....		15 00	
Perkins Bass.....		109 81	
Pulaski.....		164 87	
Thos. Chalmers.....		1,648 00	
Walsh.....		102 53	
		<hr/>	
	\$		7,988 55

*Fitting up Rooms for Manual Training in the following named School Buildings:*

Agassiz.....	\$	78 73	
Anderson.....		91 87	
Brentano.....		1,375 70	
Brighton.....		52 31	
D. R. Cameron.....		88 00	
Frances E. Willard.....		507 00	
Froebel.....		399 59	
Keith.....		204 00	
Louis Nettelhorst.....		192 66	
Madison Avenue.....		27 75	

COMMITTEE ON FINANCE.

Phil Sheridan .....	\$	126 28	
Ravenswood .....		71 57	
Thomas Hoyne.....		1,596 64	
Victor F. Lawson .....		30 05	
Ward.....		108 90	
		<hr/>	\$
Filter equipment and maintenance.....			4,951 00
Distilling apparatus.....			25,698 08
			504 43

*Fitting up Offices for the following named School Buildings:*

Manierre .....	\$	109 55	
O'Toole .....		39 00	
		<hr/>	\$
			148 55

*Venetian Binds for the following named School Buildings:*

Jefferson High .....	\$	65 88	
Armour Street .....		86 50	
Arnold .....		38 80	
Calhoun.....		171 25	
Farragut .....		23 12	
Garfield .....		83 77	
Goethe .....		21 60	
Holmes.....		37 38	
Keith .....		120 30	
Kosciusko.....		86 35	
Lincoln.....		13 85	
Ogden .....		12 00	
Parkman .....		64 40	
Phil Sheridan.....		13 85	
Pickard .....		15 00	
Polk Street.....		42 10	
Pulaski.....		30 00	
Ravenswood .....		24 00	
Sherman .....		79 40	
Tennyson .....		23 00	
Victor F. Lawson .....		26 80	
Washington.....		22 72	
W. C. Goudy.....		55 47	
		<hr/>	\$
			1,151 94

*Electric Gongs at the following named School Buildings:*

Lake High.....	\$	22 00
Beale.....		22 50
Brown .....		32 50
Ellen Mitchell.....		58 00
Farragut .....		9 00
Hayes .....		52 00
Holden .....		50 00
Longfellow.....		16 00
Manierre .....		50 00
Moseley .....		22 00
Morris.....		7 00

Normal.....	\$	16 00	
Scanlan .....		45 00	
Schiller.....		25 00	
Washington .....		30 00	
			\$ 457 00

*Electric Wiring at the following named School*

<i>Buildings:</i>			
West Division High.....	\$	103 00	
Alcott .....		16 00	
Arnold .....		14 75	
Bancroft .....		27 00	
Brownell.....		6 25	
Ogden .....		105 00	
Ravenswood.....		17 50	
Yale .....		22 00	
			\$ 311 50

*Gas Service Pipe and Fixtures in the following named School Buildings:*

Englewood High.....	\$	270 59	
Lake View High.....		503 00	
Northwest Division High .....		10 20	
Arnold .....		96 27	
Bancroft .....		34 26	
Beale.....		94 06	
Bismarck.....		135 00	
Blaine .....		166 35	
Bryant .....		116 70	
Charles Kozminski.....		36 00	
Columbus .....		90 22	
Everett.....		80 12	
Farren .....		129 00	
Frances E. Willard.....		114 95	
Frank J. Jirka .....		207 25	
Goethe .....		305 00	
Haven.....		51 70	
Jackson .....		19 00	
Lafayette .....		72 46	
Moos, Bernhard .....		12 40	
O'Toole.....		179 50	
Phil Sheridan .....		434 00	
Ryerson .....		14 00	
Ward.....		89 00	
			\$ 3,260 94

*Cement Sidewalks at the following named School*

<i>Buildings:</i>			
North Division High .....	\$	582 57	
Agassiz .....		686 16	
Bismarck.....		632 34	
Brownell .....		148 56	
California Avenue .....		88 00	
Central Park.....		286 93	
Emerson.....		94 50	

Garfield .....	\$	562 29	
Geo. Schneider .....		304 95	
Greenwood Avenue.....		402 55	
Hancock .....		190 38	
Headley .....		419 43	
Horace Greeley .....		245 34	
Jackson.....		605 90	
Keith.....		597 74	
Kinzie .....		597 82	
Knickerbocker.....		247 93	
Lincoln.....		579 10	
Longfellow and Komensky .....		772 37	
Louis Nettelhorst .....		443 79	
Lyman Trumbull.....		1,103 86	
Ogden.....		804 80	
Raymond.....		17 76	
Rogers .....		309 70	
Rogers Park.....		154 27	
Sheldon .....		387 31	
Skinner .....		149 44	
Throop .....		596 93	
Von Humboldt.....		381 00	
Ward.....		17 62	
Wicker Park.....		505 56	
		<hr/>	
	\$		12,817 35

*Cement Floors in the following named School Buildings:*

Englewood High.....	\$	244 00	
Adams.....		204 52	
Agassiz.....		121 87	
Armour Street .....		191 31	
Beale.....		519 35	
Bismarck.....		634 98	
Edgewater.....		108 54	
Ellen Mitchell.....		51 23	
Huron Street.....		314 40	
Irving Park.....		18 79	
Kershaw .....		595 17	
Von Humboldt.....		236 18	
Wells.....		18 05	
		<hr/>	
Construction of boiler house at the Englewood High School Building.....	\$		3,308 39
	\$		11,317 20

*Fitting up Laboratories in the following High Schools:*

Lake View .....	\$	180 00	
Marshall .....		1,502 50	
Medill .....		5,389 71	
		<hr/>	
	\$		7,072 21

*Flag Poles at the following named School Buildings:*

Jefferson High.....	\$	77 50	
West Division High.....		95 00	
Burnside.....		144 00	

Carter.....	\$	95 00	
Dore.....		95 00	
Grayland.....		44 00	
Haven.....		95 00	
Huron Street.....		77 50	
Irving.....		95 00	
J. W. Scott.....		95 00	
Kosciusko.....		77 50	
Langland.....		77 50	
Lyman Trumbull.....		95 00	
Madison Avenue.....		25 00	
Manierre.....		95 00	
Oak Street.....		77 50	
Parkside.....		25 00	
Sherwood.....		95 00	
W. C. Goudy.....		95 00	
	\$		1,575 50

*Equipping Rooms with Luxfer Prism at the following named School Buildings:*

Agassiz.....	\$	63 86	
Alcott.....		89 00	
Moseley.....		121 53	
Newberry.....		690 74	
Washington.....		182 28	
	\$		1,147 41

*Alterations and Improvements at the following named School Buildings:*

Lake High, remodeling buildings.....	\$	2,707 05	
Lake View High, sign plates.....		33 75	
Northwest Division High, iron gates.....		244 00	
Beale, raising boiler house roof.....		380 00	
Farren, raising old building.....		6,116 48	
Franklin, wrought iron grills.....		24 50	
Garfield, principal's office.....		170 05	
Hancock, fire escape.....		875 00	
Hendricks, changing entrances.....		597 72	
La Fayette, changing entrances.....		360 00	
McClellan, alterations.....		285 00	
McPherson, foundations under old buildings..		125 00	
Moseley, new office, library, etc.....		2,099 80	
Motley, enlarging boys' closet room.....		275 00	
Parkman, stairways.....		638 00	
Ravenswood, motor and shafting.....		189 00	
Rogers Park, raising old building.....		1,821 00	
Sheldon, electric wiring.....		95 00	
Washington, alterations.....		400 00	
Yale, galvanized iron ceiling.....		260 00	
Machinery for workshop.....		488 01	
Plats, school sites.....		369 12	
Hitching posts.....		287 00	
Surveying.....		199 00	
	\$		18,900 08
	\$		180,662 79

GENERAL REPAIRS—

Masonry and brick work.....	\$	1,817	98
Lathing and plastering.....		5,343	45
Mixed paints, oil, white lead, etc.....		10,661	87
Calcutining.....		21,719	00
Repairing and painting roofs.....		11,661	75
Repairs to iron, tin and sheet metal work.....		16,354	76
Plumbing, sewerage and gas fitting.....		15,584	05
Cleaning water closet vaults.....		545	50
Window glass and putty.....		8,645	62
Blackboards.....		10,269	32
Cleaning buildings.....		260	85
Hardware and nails.....		9,565	94
Lumber for sidewalks, fences, etc.....		32,718	61
Repairing cement floors.....		3,969	79
Carpenters and laborers wages.....	104,951	64	
Keep and care of horses.....		2,531	63
Stable expenses.....		4,408	14
Shoeing horses.....		816	46
Whitewashing.....		4,168	50
Repairs to wagons, buggies and harness.....		1,248	42
Painting, graining and oiling the interior woodwork of old buildings.....		48,626	50
Painting exterior, wood, brick stone and metal work, fences, etc.....		39,556	65
Relaying floors in old buildings.....		2,590	70
Removing ashes and rubbish.....		3,876	84
Fitting up branches.....		13,807	63
Delivering lumber, hardware, etc., from supply room to school buildings.....		2,457	83
Horses, buggies and harness.....		3,028	15
Restoring rented buildings.....		568	45
Repairing venetian blinds.....		5,629	04
Repairing flag poles.....		537	11
Repairing electric bells.....		567	15
Repairing scales.....		1,215	07
Moving buildings.....		1,383	00
Rent of telephone.....		470	28
Insurance.....		1,042	51
Fitting up offices (Sohiller Building).....		73	20
			\$ 392,673 39

HEATING APPARATUS—

*Substitution of Steam Heating Apparatus in place of Furnaces in the following named School Buildings:*

Kershaw.....	\$	3,345	00
Phil Sheridan.....		3,850	00
			\$ 7,195 00

*Ventilating Apparatus in the following named School Buildings:*

Kershaw.....	\$	3,300	00
Phil Sheridan.....		2,875	00
			\$ 6,075 00



*Additions to Steam Heating Apparatus in the following named School Buildings:*

Northwest Division High.....	\$	760 00	
Moseley .....		498 00	
			\$ 1,258 00

*Heat Regulation in the following named School Buildings:*

Adams.....	\$	55 00	
Andersen .....		60 00	
Blaine.....		120 00	
Brentano.....		25 00	
Chase.....		60 00	
David Swing.....		120 00	
D. R. Cameron.....		60 00	
J. R. Doolittle, Jr.....		65 00	
H. H. Nash.....		60 00	
Healy.....		100 00	
Holmes.....		100 00	
Kershaw.....		748 00	
Linne.....		60 00	
Louis Nettelhorst.....		60 00	
McCosh.....		100 00	
Phil Sheridan.....		467 20	
Pulaski.....		60 00	
Ravenswood.....		60 00	
Tennyson.....		120 00	
Victor F. Lawson.....		60 00	
Ward.....		60 00	
Washington.....		50 00	
Yates.....		61 50	
			\$ 2,731 70

*Covering Steam Pipes in the following named School Buildings:*

Lake View High.....	\$	71 82	
Northwest Division High.....		455 21	
Normal .....		371 74	
Alcott.....		198 14	
Arnold.....		210 58	
Burnside.....		112 98	
Fallon.....		207 65	
Farren.....		199 76	
Gallistel.....		165 88	
Kershaw.....		111 26	
La Fayette.....		193 84	
Motley.....		238 88	
O'Toole.....		187 24	
Phil. Sheridan.....		135 01	
Willard.....		178 99	
			\$ 3,033 93

**MISCELLANEOUS—**

Ordinary repairs to steam heating apparatus.....	\$	19,501 35
Ordinary repairs to furnaces and stoves.....		7,544 28
Stoves.....		1,365 93

Cut lace gaskets and packing.....	\$	582 96	
Engine and cylinder oil.....		641 50	
Inspecting boilers.....		702 00	
Smokeless furnaces.....		3,800 00	
Repairing steam pipe covering.....		477 56	
		<hr/>	\$ 54,909 21

**APPARATUS AND FURNITURE—**

Renewal of old seats and desks.....	\$	8,782 35	
Principal desks.....		1,725 24	
Teachers' tables.....		4,048 81	
Chairs.....		3,939 93	
Clocks.....		1,469 00	
Repairing and cleaning clocks.....		558 50	
Bookcases and wardrobes.....		8,966 80	
Kindergarten tables and chairs.....		894 54	
Rubber tips.....		99 71	
Chart easels.....		64 55	
Window shades.....		3,248 10	
Ink wells and glasses.....		1,012 05	
Picture frames.....		15 00	
Pianos.....		1,507 50	
Moving, tuning and repairing pianos.....		691 66	
Repairing old furniture.....		22,922 08	
German teachers' tables.....		800 00	
Key boards.....		265 55	
Number tables.....		3,110 70	
Typewriters.....		276 55	
Drawing tables.....		315 00	
Drawing easels.....		499 00	
Letter boxes.....		87 00	
Office furniture.....		365 36	
Labor re-seating class rooms.....		2,839 85	
Model cases.....		2,833 50	
Gymnasium apparatus.....		5,763 40	
		<hr/>	\$ 76,541 18

**RENTAL OF PROPERTY OCCUPIED FOR SCHOOL PURPOSES—**

School Fund lots.....	\$	11,940 00	
Rooms and buildings.....		69,956 59	
Offices of Board of Education.....		11,333 30	
		<hr/>	\$ 93,229 89

**FUEL—**

*Grammar and Primary Schools:*

Soft coal.....	\$	127,825 57	
Hard coal.....		25,176 32	
Pine slabs.....		2,206 85	
Carrying in coal.....		25 06	
Inspecting scales.....		154 00	
		<hr/>	\$ 155,387 79

**SCHOOL SUPPLIES—**

Chalk crayons.....	\$	975 00	
Slate pencils.....		219 75	
Lead pencils.....		5,427 23	
Pens.....		5,760 28	

Pen holders.....	\$	258 23	
Writing paper.....		14,595 07	
Cap paper.....		5,008 99	
Note paper.....		218 50	
Ink.....		611 61	
Blank books and stationery.....		503 93	
City directories.....		52 50	
Blackboard rubbers.....		767 79	
Rent of telephone.....		766 90	
Wrapping paper and twine.....		255 60	
Insurance.....		790 75	
Postage and postal cards.....		2,422 84	
Telegram charges.....		168 30	
Express charges and car fare.....		366 97	
Ribbons for diplomas.....		51 80	
Spelling tablets.....		3,547 69	
Arithmetic tablets.....		6,553 90	
Envelopes.....		244 69	
	\$		49,563 32

## SCHOOL HOUSE SUPPLIES--

Floor brushes.....	\$	3,687 30
Corn brooms.....		205 20
Dust brushes.....		725 75
Stove brushes.....		5 00
Feather dusters.....		265 20
Wool dusters.....		202 75
Scrub brushes.....		232 80
Dust pans.....		79 80
Water pails.....		275 70
Soap and soap powder.....		1,376 86
Sponges.....		264 91
Mops and mop handles.....		308 33
Coal hods.....		70 80
Ash shovels.....		10 25
Coal scoops.....		136 32
Snow shovels.....		44 40
Wheelbarrows.....		76 00
Rubber hose.....		776 00
Boiler scrapers.....		22 20
Ash hose.....		24 00
Kerosene oil.....		252 64
Iron enamel.....		300 85
Oil cans.....		107 04
Zinc oilers.....		3 10
Lanterns, wicks and globes.....		78 82
Hand rakes.....		12 80
Axes and axe handles.....		31 17
Buck saws.....		8 00
Hammers.....		40 20
Wrenches.....		21 54
Putty knives.....		7 25
Thermometers.....		77 70
Ink vents.....		90 00

Tin cups and chains.....	\$	284 97	
Picks and handles.....		3 00	
Window platforms.....		90 00	
Window poles.....		33 00	
Call bells and gongs.....		86 46	
Stoves and metal polish.....		57 90	
Door mats.....		1,147 50	
Key rings.....		37 00	
Gas and connecting meters.....		2,528 97	
Electric light.....		1,708 80	
Rat and mouse traps.....		9 00	
Disinfectant.....		36 00	
Ice and mineral water for offices.....		176 50	
Salt and lime.....		80 15	
Electric lamps.....		59 73	
Scythe stones.....		6 70	
Grass seed.....		106 25	
Police badges.....		21 57	
Matches and sundries.....		33 16	
Waste paper baskets.....		161 36	
Lawn mowers.....		78 90	
Flags.....		705 68	
Step ladders.....		234 50	
Mortar hoes.....		35 50	
Wrapping paper.....		78 25	
Fire extinguishers.....		337 50	
Corks.....		22 62	
Towels, etc.....		102 93	
Water, Rogers Park and J. L. Marsh Schools.....		299 74	
Toilet paper.....		91 32	
Stone jugs.....		17 28	
Supplies for bath rooms.....		37 75	
Oil can boxes.....		64 00	
Ash cans.....		48 50	
			\$ 18,643 17
<b>PRINTING AND ADVERTISING—</b>			
Publication of annual report.....	\$	561 46	
Publishing proceedings of Board.....		2,638 52	
Miscellaneous printing.....		7,062 67	
Advertising.....		1,682 68	
Engrossing diplomas.....		402 15	
			\$ 12,322 48
<b>EVENING SCHOOLS—</b>			
Teachers' salaries.....	\$	74,017 00	
Engineers' and janitors' salaries.....		7,584 40	
Gas and electric light.....		5,735 80	
Fuel.....		1,809 82	
Printing.....		230 82	
Posting notices.....		135 00	
Repairing typewriters.....		25 14	
			\$ 89,537 78
<b>SCHOOL LIBRARIES—</b>			
Additions to school libraries.....	\$	2,029 71	
Supplementary readers.....		17,649 03	

Maps, charts and reference books.....	\$	12,555	04	
Rebinding library and reference books.....		1,051	08	
Ratio blocks, weights, measures, etc.....		2,209	66	
Rent (principal's meetings).....		107	00	
Lunch, at examination for teachers' certificates.....		95	00	
Hydrogen gas, Perkins Bass School.....		13	50	
Exhibit (Paris Exhibition).....		29	84	
				\$ 36,789 81
<b>TEXT BOOKS—</b>				
For use of indigent pupils.....	\$	44,907	64	
<b>ANNEXATION—</b>				
Matured bonds.....	\$	34,000	00	
Interest coupons.....		29,873	00	
School orders.....		12	58	
				\$ 63,885 58
<b>COMPULSORY EDUCATION—</b>				
Salaries of Superintendent and Clerk.....	\$	8,600	00	
Salaries of attendance agents.....		11,726	62	
Printing.....		30	35	
				\$ 15,356 97
<b>HIGH SCHOOLS—</b>				
Salaries of Superintendent and teachers.....	\$	441,188	47	
Salaries of engineers and janitors.....		26,214	66	
Stenographer and typewriter.....		720	00	
Fuel.....		10,828	77	
Gas.....		654	40	
Reference books, maps, charts, etc.....		3,867	64	
Printing.....		257	81	
Laboratory supplies.....		1,100	81	
Philosophical apparatus.....		6,251	50	
Supplies, Drawing Department.....		722	98	
Rebinding books.....		228	00	
Diplomas.....		408	00	
Ink.....		16	92	
Gymnasium apparatus.....		9	50	
				\$ 491,968 91
<b>ENGLISH HIGH AND MANUAL TRAINING—</b>				
Salaries of teachers.....	\$	30,464	50	
Salaries of engineer and janitor.....		2,520	00	
Rent.....		2,700	00	
Fuel.....		374	57	
Tools and machinery.....		1,618	42	
Shop supplies.....		2,594	42	
Reference books, maps, charts, etc.....		388	66	
Drawing supplies.....		562	50	
Gas.....		49	40	
Electric light.....		791	68	
Electric power.....		1,200	63	
Laboratory supplies.....		108	80	
Philosophical apparatus.....		647	50	
Typewriters.....		280	00	
Printing.....		15	06	
				\$ 44,316 16

COMMITTEE ON FINANCE.

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MANUAL TRAINING IN GRAMMAR SCHOOLS—

Salaries of teachers.....	\$ 81,863 50	
Tools and machinery.....	10,907 62	
Shop supplies.....	13,078 77	
Electric power.....	18 00	
Model cases.....	640 50	
	<hr/>	\$ 56,015 89

MANUAL TRAINING AT THE HOUSE OF CORRECTION—

Salaries of teachers.....	\$ 10,537 00	
Salaries of engineer and janitor.....	3,296 00	
Tools and machinery.....	574 90	
Shop supplies.....	467 72	
Fuel.....	1,179 97	
Text books, maps, etc.....	150 40	
Drawing supplies.....	69 55	
Gymnasium apparatus.....	19 58	
	<hr/>	\$ 16,295 12

KINDERGAERTENS—

Salaries of teachers.....	\$ 74,732 75	
Supplies.....	4,339 66	
Pianos.....	2,620 00	
Repairing pianos.....	8 00	
	<hr/>	\$ 81,700 41

NORMAL SCHOOL—

Salaries of teachers, Normal.....	\$ 40,561 87	
Salaries of teachers, Normal Practice.....	14,841 25	
Salaries of engineer and janitor.....	2,262 50	
Fuel.....	932 65	
Gas.....	185 36	
Rent (six months).....	1,504 26	
Text books, reference books, etc.....	1,207 77	
Printing department.....	1,815 24	
Care of school grounds.....	672 17	
School supplies.....	378 89	
Manual training supplies.....	506 39	
Laboratory supplies.....	570 22	
Printing.....	36 65	
Diplomas.....	104 25	
Sprinkling.....	80 00	
Gymnasium apparatus.....	201 75	
Desks, tables, cases, etc.....	1,042 75	
	<hr/>	\$ 66,908 97

MUSIC—

Salaries of teachers.....	\$ 20,954 50	
Stenographer and typewriter.....	591 44	
Music readers.....	4,449 68	
Pianos (six months).....	6,447 50	
Repairing, tuning and moving pianos (six months).....	535 00	
	<hr/>	\$ 32,978 12

DRAWING—

Salaries of teachers.....	\$ 19,077 50	
Stenographer and typewriter.....	591 45	
Models.....	1,193 66	
Drawing paper.....	7,831 00	

Drawing books.....	\$	876	00	
Lead pencils.....		870	00	
Printing.....		50	80	
Charcoal.....		419	00	
Colored chalk.....		1,947	50	
Baskets.....		62	50	
Mounting board.....		257	50	
Picture frames and hooks.....		59	10	
Brushes.....		190	93	
Soissors.....		450	00	
Plants.....		5	00	
Atomizers.....		6	00	
				\$ 33,357 96
<b>PHYSICAL CULTURE—</b>				
Salaries of teachers.....	\$	13,168	25	
Indian clubs and dumb bells.....		223	00	
Indian clubs and dumb bell racks.....		64	50	
Wands.....		65	00	
Printing.....		85	50	
Apparatus for physical examination.....		188	10	
Repairing apparatus.....		61	75	
				\$ 13,813 10
<b>GERMAN—</b>				
Salaries of teachers.....	\$	170,615	32	
Text books.....		1,401	25	
Printing.....		77	25	
				\$ 172,093 82
<b>DEAF MUTE SCHOOLS—</b>				
Salaries of teachers.....	\$	14,969	76	
Salary of janitor.....		420	00	
Fuel.....		15	66	
Text books and supplementary readers.....		268	66	
				\$ 15,674 08
<b>HOUSEHOLD ARTS—</b>				
Salaries of teachers.....	\$	8,808	38	
Tables, cases, etc.....		1,577	20	
Kitchen utensils.....		683	07	
Cooking supplies.....		1,136	12	
Supplies sewing department.....		374	11	
Gas.....		246	90	
Printing.....		17	00	
				\$ 12,789 78
<b>LEGAL EXPENSES—</b>				
Abstracts of title, court costs, etc.....				\$ 716 66
<b>SCHOOL CENSUS—</b>				
Salaries superintendent and clerks.....	\$	2,052	00	
Maps, books and stationery.....		111	64	
				\$ 2,163 64
<b>CONTINGENT FUND, EDUCATIONAL ACCOUNT—</b>				
Vaccinating.....	\$	2,700	00	
Engrossing resolutions.....		390	00	
Expenses of Springfield parental bill.....		18	00	
Critical work on rules.....		150	00	

COMMITTEE ON FINANCE.

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Assorting and analyzing letters, Commercial High School... \$	10 00	
Medical attendance.....	15 00	
Lunch, Civil Service examinations.....	17 95	
Teachers' Council, printing, etc.....	61 13	
	<u>          </u>	\$ 3,362 08

CONTINGENT FUND—BUILDING ACCOUNT—

Expenses of Special Committee for investigating fire proof construction of school buildings..... \$	700 72	
Reporting trial, Normand S. Patton.....	61 60	
	<u>          </u>	\$ 762 32

SPECIAL ASSESSMENTS—

Curbing, grading and paving alley, Headley School lot..... \$	241 36
Curbing, grading and paving Spaulding avenue, Marshall School lot.....	58 44
Curbing, grading and paving Union avenue, Foster School lot.....	752 54
Curbing, grading and paving Atlantic street, Parkman School lot.....	3 58
Curbing, grading and paving Grace street, Blaine School lot	985 60
Curbing, grading and paving Augusta street, Columbus School lot.....	699 64
Curbing, filling and paving system of streets, Ellis Avenue School lot.....	1,580 38
Curbing, filling and paving system of streets, Bismarck School lot.....	1,487 69
Lamp posts on Morgan street, Sherman School lot.....	49 80
Lamp posts on Morgan street, Holmes School lot.....	46 53
Water supply pipes in North Troy avenue, Elsdon Road School lot.....	58 98
Water supply pipes in Catalpa place, Edgewood Avenue School lot.....	85 19
Water supply pipes in Hermitage avenue, Charles W. Earle School lot.....	101 60
Sewer in Forty-sixth street, Greenwood Avenue School lot..	34 68
Sewer in Armitage avenue, Armitage Avenue School lot....	282 87
Sewer in Austin avenue, Amerson School lot.....	184 87
Sewer in Avenue J, Taylor School lot.....	96 72
Sewer in Erie street, H. H. Nash School lot.....	296 95
Sewer in Forty-fifth street, Moreland School lot.....	81 31
Opening Clark street, Van Vlissingen School lot.....	40 72
Cement sidewalk on Bissel street, Morris School lot.....	11 96
Cement sidewalk on Adams street, Marshall School lot.....	3 21
Cement sidewalk on Laffin street, John McLaren School lot.	11 09
Plank sidewalk on Lawrence avenue, Montrose School lot..	3 96
Plank sidewalk on Carpenter street, Carpenter Street School lot.....	35 72
State, county and city taxes, Beale School lot.....	19 12
State, county and city taxes, Green Bay Avenue and One Hundred and Tenth Street School lot.....	10 42
State, county and city taxes, Dore School lot.....	150 39
State, county and city taxes, Frank J. Jirka School lot.....	178 31
State, county and city taxes, Mohawk and Menominee Streets School lot.....	243 56



State, county and city taxes, Lake View High School lot....	\$ 14 35
State, county and city taxes, Calumet Avenue, between Forty-first and Forty-second streets, School lot.....	148 87
State, county and city taxes, Prairie Avenue, new South Division High School lot.....	724 91
State, county and city taxes, Edmunds Avenue and Good- man Street School lot.....	10 47
State, county and city taxes, Forty-second Court and West Cullom Street School lot.....	28 33
State, county and city taxes, George Dewey School lot.....	98 55
	<u>\$ 8,962 12</u>
Total expenditure on account of School Tax Fund.....	<u>\$7,165,144 00</u>

## SCHOOL FUND.

Your Committee has audited the receipts and expenditures on account of School Fund for the year ending June 30, 1899, which are as follows:

## INVESTMENT ACCOUNT.

*Receipts.*

Cash on hand for investment June 30, 1898.....		None.
One per cent. of one year's interest on \$4,000 City of Chicago 7 per cent. bonds in liquidation of premium paid thereon....	\$ 40 00	
O. B. Knight's promissory note paid.....	100 00	
Joseph McConnell's mortgage note paid.....	100 00	
Edward Neeley's mortgage note paid.....	500 00	
Alice Smith's mortgage note paid.....	1,300 00	
Carl P. Lindquist's mortgage note paid.....	6,500 00	
City of Chicago 7 per cent. municipal bonds, Nos. 244 P, 77 Q, 78 Q and 330 P, face value \$1,000 each, paid.....	4,000 00	
Damages awarded for a strip of land 33 feet wide, 404.89 feet in length, taken off the east side of the W. $\frac{1}{2}$ of the N. W. $\frac{1}{4}$ , Section 33, Township 40 N., R. 13, E. of 3d P. M., for the opening of 54th avenue, from Grand avenue to Chicago, Mil- waukee & St. Paul R. R. Co.'s right of way.....	428 00	
	<u>\$</u>	14,966 00

## EXPENDITURES.

Refunded W. A. S. Graham, School Agent, amount advanced in investment in mortgage note of M. S. Nichols.....	\$ 16 25	
Invested in mortgage note of Brita Helena Billings.....	500 00	
Cash in hands of School Agent June 30, 1899.....		\$ 516 65
		<u>14,449 35</u>
	<u>\$</u>	14,966 00

## INCOME ACCOUNT.

*Receipts.*

Cash on hand June 30, 1898 .....	\$ 187,375 48
<i>Rentals—</i>	
Of School Fund property.....	467,231 88

*Interest—*

Chicago City bonds.....	\$	9,447	49
Mortgage loans.....		36,314	17
Deferred payment of rentals.....		430	39
		<hr/>	
	\$	46,192	05

*State School Tax—*

On account for 1898.....		281,169	98
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*Miscellaneous—*

Tuition fees non-resident pupils.....		3,699	10
Corrections in teachers' pay-rolls.....		555	18
Refund of general taxes on "Foot" property..		9	33
Damages for strip of land taken off the east side of the N. ½ of N. W. ¼, Sec. 33, 40, 13, for opening of Fifty-fourth avenue.....		426	00

*From O. T. Bright, County Superintendent of Schools—*

State tax, 1897, account tuition of deaf mutes..	\$	16,000	00
State tax, 1898, account tuition of deaf mutes..		18,021	79
		<hr/>	
	\$	34,021	79

*School Tax Fund—*

Amount transferred to pay teachers.....		4,115,698	36
		<hr/>	
	\$	5,086,379	10

**EXPENDITURES.**

*Salaries—*

Superintendent and teachers.....	\$	4,866,661	80
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*Expense in Connection with Re-appraisal of School Fund Property—*

Appraiser's fees.....	\$	1,500	00
Attorney's fees.....		250	00
Expense C. F. Collet's trip to Gaspé, Canada, to communicate with Owen F. Aldis, appraiser, and telegrams to same.....		347	25
A. P. McKay, real estate expert.....		100	00
Brief answer to National Safe Deposit Company.....		22	50
		<hr/>	
	\$	2,219	75

*Special Assessments and Taxes—*

General taxes, 1896, McAuley & Lake property.	\$	62	28
General taxes, 1897, McAuley & Lake property.		57	34
General taxes, 1897, George B. Weise property..		9	12
Special water supply pipe, Millen property.....		5	90
Special water supply pipe, Bartlett property...		12	45
Special opening North Fifty-fourth avenue....		685	39
Special main sewer in South Forty-fifth avenue		13,266	49
		<hr/>	
	\$	14,088	97

*Miscellaneous—*

Rent of box in National Safe Deposit Company's vault.....	\$	30	00
Margaret O'Donoghue, dower in Barker lot....		75	00
Revenue stamps for checks to teachers.....		467	20
Master's fees and costs in foreclosure proceedings, Henry Altman mortgage loan.....		529	10
Allowed for alleged injury to Douglas Duncan, minor, by vaccination.....		108	30

Royal Trust Company, care and custody of securities.....	\$	200 00	
Transferred to School Fund Principal proceeds as damages for a strip of land 33 feet wide and 404.89 feet in length, taken off of the east side of the W. ½ of N. W. ¼ of Section 33, Township 40 North, Range 13 East.....			426 00
Court costs.....			67 00
Accrued interest on mortgage note.....			2 29
Plats of School Fund lots and lands.....			45 15
Cash on hand in City Treasury June 30, 1899....			201,428 54
			<u>\$ 5,086,379 10</u>

### INVESTMENT OF PRINCIPAL.

Your Committee also reports that in accordance with their duties, as prescribed in Section 11 of the Rules and Regulations of the Board, they have examined the securities in the hands of the School Agent and, also, those in the custody of the Royal Trust Company, representing part of the investments of the School Fund, and found them to agree with record of the Fund kept in the office of the Board:

Amount of School Fund principal, June 30, 1899... \$ 980,215 19

#### Bonds—

2 City of Chicago 7 per cent bonds.....	\$	2,000 00
34 City of Chicago 4½ per cent bonds.....		11,950 00
335 City of Chicago 4 per cent bonds.....		175,500 00
15 City of Chicago 3.65 per cent bonds.....		1,500 00
24 City of Chicago 3½ per cent bonds.....		23,000 00
16 Hyde Park 4¼ per cent school bonds.....		16,000 00
Total bonds.....	\$	229,950 00
Promissory note, M. H. Reynolds, et al.....		100 00

#### Mortgage Notes—

Charles C. Housel, due December 18, 1901.....	\$	5,000 00
Brita Helena Billings, due March 15, 1904.....		9,500 00
Orren V. Stookey, due June 21, 1930.....		3,500 00
Minnie W. Bowen, due October 1, 1931.....		7,500 00
Henry Rosier, due September 16, 1892.....		1,500 00
Joseph McConnell, due September 18, 1899.....		100 00
Joseph McConnell, due September 18, 1900.....		100 00
Otto F. Scheunemann, due May 29, 1901.....		5,000 00
James B. and Charles Garner, due January 22, 1900.....		4,500 00
Henry Altman, due August 27, 1900.....		8,000 00
Ole J. I. Bodahl, due September 30, 1900.....		2,000 00
Laura E. Ball, due September 7, 1892.....		1,400 00

Edward Neeley, due March 1, 1900.....	\$	2,500 00	
Melville S. Nichols, due February 10, 1908.....		12,000 00	
John P. Neal and the Great Western Railroad Company, due May 1, 1938 (in the hands of the City Comptroller).....		650,000 00	
Total mortgage notes.....	\$	712,600 00	
<i>Premium Account—</i>			
Paid on bonds purchased.....		11,415 84	
<i>Real Estate—</i>			
The "Barker Lot," being the S. 10 feet of Sub Lot 3, and the N. 10 feet of Sub Lot 4 of Lots 7 and 10, in Block 2, Fractional Section 15 Ad- dition.....	\$	3,000 00	
The "Busby Lot," being the N. ¼ of Lot 14, in Block 60, of Russell, Mather & Roberts' Ad- dition to Chicago.....		850 00	
The "Hegewisch Property," being Lot 5, in Block 10, in Adolph Hegewisch's Sub. of part of S. ¼ of Sec. 31, T. 37 N., R. 15 E. ....		1,500 00	
The "Bartlett Property," being Lots 55 and 56, in Block 4, in Hough & Reed's Addition to Washington Heights.....		400 00	
The "Foot Property," being Lots 2, 3, 4 and 21, in Block 1, in Norwood Park, a Sub. in Sec- tion 6, T. 40. R. 13.....		2,000 00	
The "Millen Property," being the N. ¼ of Lot 7, in Block 2, in Hilliard & Hitt's Sub. in the N. W. ¼ of Section 17, T. 37, R. 14.....		200 00	
The "McAuley & Lake Property," being the W. 25 feet of Lot 6, in Block 10, in Auburn Park.....		3,750 00	
Total real estate.....	\$	11,700 00	
Cash in hands of Wm. A. S. Graham, School Agent, June 30, 1899.....		14,449 35	
			\$ 980,215 19

SPECIAL FUNDS.

Your Committee has also audited the receipts and expenditures on account of the various Special Funds held in trust by the School Agent, for the year ending June 30, 1899, as follows:

RECEIPTS.			
Cash on hand June 30, 1898.....	\$	1,709 65	
<i>Interest on Principal Invested on Account of—</i>			
Carpenter Fund.....	\$	60 00	
Michael Reese Fund.....		120 00	
Moseley Book Fund.....		607 50	

Newberry Fund.....	\$	60 00	
W. K. Sullivan Fund.....		18 00	
Holden Fund.....		9 00	
Calhoun Fund.....		33 00	
Sheldon Fund.....		150 00	
George Howland Fund..		70 00	
Jones Fund.....		60 00	
Foster Medal Fund.....		300 00	
Perkins Bass Fund.....		256 50	
From Mrs. Hesing, on account of Hesing German Fund.....		14 00	
		<u>1,758 00</u>	\$ 3,467

## EXPENDITURES.

Hesing German Fund.....	\$	18 22	
Sheldon Fund.....		18 80	
Newberry Fund.....		76 90	
W. K. Sullivan Fund.....		86 00	
Charles Kosminski Fund.....		192 36	
Carpenter Fund.....		62 02	
Goodrich Fund.....		18 44	
Perkins Bass Fund.....		15 00	
Foster Medal Fund.....		138 75	
Moseley Book Fund.....		1,062 00	
Michael Reese Fund.....		182 00	
Jones Fund.....		53 73	
		<u>1,869 22</u>	
Foster Medal Fund—Unexpended balance transferred to principal of fund.....		161 25	
Cash in hands of School Agent June 30, 1899...		1,437 18	
		<u>3,467 65</u>	\$ 3,467 65

## INVESTMENT OF SPECIAL FUNDS.

Your Committee also reports that they have examined and found correct the securities in the hands of the School Agent and in the custody of the Royal Trust Company, representing the principals of the Special Funds invested as follows:

Carpenter Fund, City of Chicago 4 per cent bonds.....	\$	1,000 00
Michael Reese Fund, City of Chicago 4 per cent bonds.....		2,000 00
Newberry Fund, City of Chicago 4 per cent bonds..		1,000 00
W. K. Sullivan Fund, City of Chicago 4 per cent bonds.....		300 00
Holden Fund, City of Chicago 4 per cent bonds....		150 00
Sheldon Fund, City of Chicago 4 per cent bonds...		2,500 00
Calhoun Fund, City of Chicago 4 per cent bonds... \$	100 00	
Calhoun Fund, Chicago City Railway 4½ per cent bonds.....	400 00	
		<u>500 00</u>

Moseley Book Fund, City of Chicago 3 65 per cent bonds.....	\$ 10,000 00	
Mortgage note.....	1,000 00	
	<hr/>	\$ 11,000 00
Foster Medal Fund, 6 per cent mortgage notes.....		5,000 00
Jones Fund, 6 per cent mortgage note.....		1,000 00
		<hr/>
Perkins Bass Fund, 6 per cent mortgage note.....		3,350 00
		<hr/>
Total amount invested.....		\$ 27,800 00
Cash in the hands of the School Agent for investment.....		2,688 13
		<hr/>
Amount of Special Funds investment account, June 30, 1899.....		\$ 30,488 13
		<hr/> <hr/>

JONATHAN BURR FUND.

Your Committee submits the following statement of the receipts and expenditures on account of the Jonathan Burr Fund, held in trust by the City Comptroller for the use of schools, for the year ending June 30, 1899:

RECEIPTS.		
Cash on hand in City Treasury June 30, 1898.....	\$ 100 58	
Interest on principal invested.....	1,831 24	
	<hr/>	\$ 1,931 82
EXPENDITURES.		
Text books for indigent pupils.....	\$ 606 67	
Cash on hand in City Treasury June 30, 1899.....	1,325 15	
	<hr/>	\$ 1,931 82
		<hr/> <hr/>

Your Committee also submit a statement of the amount now invested and on hand belonging to the principal of the Jonathan Burr Fund, the revenue of which is applicable to the purchase of books of reference, apparatus, works of art, text books, etc., for the use of schools:

Principal of fund, June 30, 1898.....		\$ 32,700 00
<i>Invested as follows:</i>		
23 City of Chicago 4 per cent bonds.....	\$ 14,700 00	
1 City of Chicago 3.65 per cent bonds.....	500 00	
1 Cook County 4 per cent bond.....	500 00	
2 City of Chicago 4 per cent water certificates.....	2,000 00	
	<hr/>	\$ 17,700 00
Cash on hand in City Treasury June 30, 1899.....		15,000 00
		<hr/>
		\$ 32,700 00

STATEMENT OF BONDED INDEBTEDNESS OF SUNDRY ANNEXED SCHOOL DISTRICTS ASSUMED BY  
THE CITY OF CHICAGO AND OUTSTANDING JUNE 30, 1899.

<i>Dis.</i>	<i>T. R.</i>	<i>Bonds.</i>	<i>Due.</i>	<i>Int. Coupons.</i>	<i>Payable.</i>	<i>Int. per cent.</i>
5	37, 14	\$ 1,000	March 10, 1900	March 10,	September 10.....	6
		800	March 10, 1901	March 10,	September 10.....	6
7	37, 14	6,000	August 1, 1893	February 1,	August 1.....	5
		6,000	June 1, 1909	June 1,	December 1.....	5
1	37, 15	20,000	February 1, 1907	February 1,	August 1.....	5
		35,000	August 1, 1908	February 1,	August 1.....	5
1	38, 14	10,000	July 1, 1900	January 1,	July 1.....	5
		10,000	July 1, 1901	January 1,	July 1.....	5
		10,000	July 1, 1902	January 1,	July 1.....	5
		5,000	July 1, 1900	January 1,	July 1.....	4½
		5,000	July 1, 1901	January 1,	July 1.....	4½
		5,000	July 1, 1902	January 1,	July 1.....	4½
		15,000	July 1, 1908	January 1,	July 1.....	4½
		15,000	July 1, 1904	January 1,	July 1.....	4½
		15,000	July 1, 1905	January 1,	July 1.....	4½
		15,000	July 1, 1906	January 1,	July 1.....	4½
		15,000	July 1, 1907	January 1,	July 1.....	4½
2	38, 14	15,000	September 1, 1899	March 1,	September 1.....	5
		15,000	September 1, 1900	March 1,	September 1.....	5
		15,000	September 1, 1901	March 1,	September 1.....	5
		15,000	September 1, 1902	March 1,	September 1.....	5
		15,000	September 1, 1903	March 1,	September 1.....	5
		15,000	September 1, 1904	March 1,	September 1.....	5
		15,000	September 1, 1905	March 1,	September 1.....	5
		15,000	September 1, 1906	March 1,	September 1.....	5
		15,000	September 1, 1907	March 1,	September 1.....	5
		15,000	September 1, 1908	March 1,	September 1.....	5
4	38, 14	2,000	February 1, 1900	February 1,	August 1.....	5
		2,000	February 1, 1901	February 1,	August 1.....	5
		2,000	February 1, 1902	February 1,	August 1.....	5
6	38, 14	11,000	June 1, 1900	June 1,	December 1.....	7
10	38, 14	41,000	June 1, 1908	June 1,	December 1.....	5
		41,000	June 1, 1908	June 1,	December 1.....	5
11	40, 13	3,500	November 1, 1900	May 1,	November 1.....	6
		3,000	May 1, 1902	May 1,	November 1.....	5
1	40, 14	500	September 1, 1889	.....	.....	6
		60,000	September 1, 1902	March 1,	September 1.....	5
		40,000	September 1, 1906	March 1,	September 1.....	5
3	40, 14	1,000	July 1, 1900	January 1,	July 1.....	5
		1,000	July 1, 1901	January 1,	July 1.....	5
H.S. 40,	14	25,000	July 1, 1905	January 1,	July 1.....	5

Total.....\$571,800

Net decrease in bonded indebtedness during the school year, \$34,000.

CONDENSED STATEMENT OF RECEIPTS AND EXPENDITURES FOR  
THE SCHOOL YEAR 1898-9.

To the Board of Education of the City of Chicago:

The total available for the school year, ending June 30, 1899, was as follows:

*Cash balances on hand June 30, 1898—*

Account School Tax Fund.....	\$ 927,375 74	
Account School Fund Income Act.....	187,375 48	
Account Jonathan Burr Fund.....	100 58	
Cash in hands of the School Agent account Special Funds Income Act.....	1,709 65	
		<u>\$ 1,116,561 45</u>

RECEIPTS.

From city school tax, 1897-8 .....	\$ 7,117,921 61	
From State tax per capita.....	231,169 98	
Tuition deaf mutes 1897 and 1898.....	34,021 79	
From rentals.....	467,231 83	
From interest.....	46,192 05	
From investments account Jonathan Burr Fund..	1,881 24	
From investments and donations account Special Funds .....	1,758 00	
From miscellaneous sources.....	9,432 19	
		<u>\$ 7,909,558 69</u>
		\$ 9,026,120 14

*The items of expenditure are as follows—*

Superintendents' and teachers' salaries, primary and grammar schools.....	\$ 3,975,332 75
New school sites and additions to old sites.....	158,829 69
New school buildings and incidental expenses in connection with the erection of same.....	1,000,668 69
Furnishing new buildings.....	22,986 45
Permanent improvements, alteration of old buildings, substituting steam heat for furnaces, etc.....	194,144 39
Taxes and special assessments.....	23,061 09
General repairs to buildings, furniture, heating and ventilating apparatus.....	469,709 66
Salaries engineers and janitors grammar and primary schools.....	399,309 69
Official salaries.....	70,700 53
Evening schools.....	89,537 78
Fuel, grammar and primary schools.....	155,387 79
School supplies, including ink, paper, pens, pencils, crayons, stationery, etc.....	49,568 32
School libraries, reference books, maps, charts, globes, etc.....	36,739 81
School house supplies, printing and advertising	30,965 65
Text books for indigent pupils.....	45,514 31



Rentals of sites and buildings.....	\$	93,229	89
Compulsory education.....		15,366	97
Abstracts of title, court costs, attorney's fees, etc.....		716	66
Matured bonds and interest coupons of an- nexed school districts.....		63,865	58
Care and management of School Fund.....		4,189	79
On account school census, 1898.....		2,163	64
Contingent Fund, educational account.....		3,362	06
Contingent Fund, building account.....		762	22
Special Funds, text books, medals, prizes, etc..		2,030	47
 <i>Manual Training at the House of Cor- rection—</i>			
Teachers' salaries.....	\$	10,537	00
For salaries engineer and janitor, fuel, tools, shop supplies, ma- chinery, etc.....		5,758	12
	\$	16,295	12
 <i>High Schools—</i>			
Superintendent and teachers' sal- aries.....	\$	441,188	47
Salaries of engineer, janitors and stenographer, fuel, apparatus, laboratory supplies, gas, refer- ence books, diplomas, print- ing, drawing supplies, rebind- ing books, etc.....		50,780	44
	\$	491,968	91
 <i>English High and Manual Training School—</i>			
Teachers' salaries.....	\$	30,464	50
Salaries engineer and janitor, rent, fuel, gas and electric light, electric motor, machinery and tools, lumber, hardware, nails, laboratory supplies, foundry supplies, printing, drawing supplies, reference books, re- binding books, maps, charts, piano, cases, desks and type- writers, electric wiring, mis- cellaneous repairs, electric power for running machinery.		13,851	66
	\$	44,316	16
 <i>Manual Training in Grammar Schools—</i>			
Teachers' salaries.....	\$	31,369	50
Tools, machinery, shop supplies, etc.....		24,645	89
	\$	56,015	39
 <i>Normal School—</i>			
Teachers' salaries.....	\$	55,408	12

Salaries engineer and janitor, fuel, gas, rent of branches, salaries and supplies printing department, salary of gardener and care of grounds, laboratory supplies, reference books, diplomas, apparatus, etc.....	11,500 85	\$ 66,903 97
<i>Drawing—</i>		
Teachers' salaries.....	\$ 19,077 50	
Paper, models, pencils, books, stenographer, scissors, etc....	14,280 46	\$ 33,357 96
<i>Music—</i>		
Teachers' salaries.....	\$ 20,954 50	
Songs, piano tuner, stenographer, printing, etc.....	5,576 12	\$ 26,530 62
<i>German—</i>		
Teachers' salaries.....	\$ 170,615 32	
Text books, tablets, printing, etc.....	1,478 50	\$ 172,093 82
<i>Physical Culture—</i>		
Teachers' salaries.....	\$ 13,163 25	
Wands, dumb bells, Indian clubs, etc.....	649 85	\$ 13,813 10
<i>Kindergartens—</i>		
Teachers' salaries.....	\$ 74,732 75	
Supplies, etc.....	4,347 66	\$ 79,080 41
<i>Deaf Mute Schools—</i>		
Teachers' salaries.....	\$ 14,969 76	
Salary of janitor, fuel, text books, etc.....	704 32	\$ 15,674 08
<i>Household Arts—</i>		
Teachers' salaries.....	\$ 8,803 38	
Supplies.....	3,986 40	\$ 12,789 78
		\$ 7,987,038 34
<i>Cash in City Treasury, June 30, 1899—</i>		
Account School Tax Fund.....	\$ 884,895 93	
Account School Fund Income.....	201,423 54	
Account Jonathan Burr Fund.....	1,325 15	\$ 1,087,649 62
<i>Cash in the Hands of the School Agent—</i>		
Account Special Funds Income.....	1,437 18	\$ 9,026,120 14
Dues on account School Tax Levy, 1898.....	\$ 2,418,867 25	
Less estimated loss and cost of collection.....	298,805 09	
Net expectancy.....	\$ 2,140,062 16	

Respectfully submitted,

JOSEPH DOWNEY,  
 CLAYTON MARK,  
 BERNARD F. ROGERS,  
 JOSEPH S. SCHWAB,  
 HOWARD H. GROSS,  
*Committee on Finance.*





MAIN STAIRWAY NORMAL PRACTICE SCHOOL.

11

## REPORT OF THE COMMITTEE ON BUILDINGS AND GROUNDS.

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*To the Board of Education of the City of Chicago:*

Your Committee on Buildings and Grounds, in making its forty-fifth annual report, is obliged to show a smaller proportion of building operations than in preceding years, by reason of many circumstances which have badly hampered them and resulted in largely increased expense in the building department.

As shown in the last annual report, it was deemed advisable by the Board to erect more permanent structures, and the policy of making all new buildings fireproof was adopted. As the appropriations for the buildings affected by this policy had been made some time previous, no allowance for the increased cost of such construction was provided, and of necessity the award of contracts involved an expenditure of about twenty-five per cent over and above the appropriations.

After the Board had made contracts for two such buildings, it appeared to your Committee that a continuance of this policy would so cripple the building fund as to defeat the aim of providing much needed accommodation for school children, and it was deemed advisable to reject all bids on the Darwin School and so revise the plans as to bring the cost within the appropriation. A new difficulty now presented itself. During the revision of the plans by the Architect of the Board, there came a very rapid rise in the price of all building material and of

labor, and this rise was so marked and so rapid that the schedule of bids showed no material saving in cost by reason of the changes.

Every attempt has been made to reduce the cost by eliminating many desirable improvements, yet the appropriations were inadequate with a very few exceptions, on account of the limited appropriation for this year.

In January, your Committee conferred with the Superintendent of Schools and District Superintendents in order to find out where the demands for school accommodation were most urgent, and the appropriation was divided to meet these wants as far as it would go. This and other difficulties has required the preparation of new plans and specifications for a number of buildings.

Although the City Council has been working with the interests of the public schools at heart, yet their failure to fully grasp the situation and understand the necessity for prompt action upon school matters has resulted in holding back their support of many improvements which are sadly needed, and have greatly embarrassed the Board in their strenuous efforts to provide accommodations for thousands of the school children.

There are now a large number of needed improvements which could be undertaken by the building department with great advantage, but unfortunately are tied up in Council Committees and are awaiting the reconvening of the Council.

The force of the situation will be plainly apparent upon an examination of the following tables showing the buildings completed and commenced during the past school year.

SCHOOL BUILDINGS FINISHED DURING 1898-99.

SCHOOL AND LOCATION.	ROOMS.	AWARDED.	OPENED.	COST.
Gallistel, Avenue K and 104th st.....	*16	Dec. 1, '97	Sept. 6, '98	\$ 70,000 00
Frances E. Willard, St. Lawrence av. and 49th st.....	†22	Dec. 23, '97	Sept. 6, '98	83,500 00
Bryant Add., W. 41st., bet 13th and 14th sts.....	‡10	Feb. 9, '98	Sept. 6, '98	35,500 00
Lake View High Add., Ashland and Graceland avs....	*16	Feb. 23, '98	Jan. 6, '99	125,000 00
Lafayette Add., Augusta st. and Washtenaw av.....	12	Feb. 23, '98	Sept. 8, '99	42,500 00
Englewood High Add. and power house, Stewart av. and 62d st.....	* 5	Mar. 23, '98	Feb. 14, '99	63,400 00
Fallon Add., Wallace and 42d sts.....	‡10	Apr. 6, '98	Jan. 4, '99	54,000 00
McPherson Add., Wolcott st., near Lawrence av.....	6	Apr. 20, '98	Sept. 6, '98	20,000 00
O'Toole Add., 48th and Bishop sts.....	§13	May 18, '98	Jan. 23, '99	48,000 00
Farren Add., Wabash av., near 51st st.....	†12	May 18, '98	Mar. 23, '99	80,000 00
John Spry, Southwest blvd. and W. 24th st.....	†22	May 18, '98	Sept. 11, '99	105,600 00
Normal Practice, Stewart av. and 68th st.....	‡22	June 15, '98	May 1, '99	110,000 00
Frank J. Jirka, 17th st., bet. Lafin and Loomis sts.....	‡22	June 15, '98	Apr. 10, '99	88,500 00
Northwest Division High Add., Potomac and Claremont avs.	6	June 29, '98	Jan. 23, '99	25,000 00
Moseley, alterations, Michigan av. and 24th st.....	.....	June 29, '98	.....	2,600 00
Alcott Add., Wrightwood av. and Orchard st.....	* 7	July 27, '98	Feb. 8, '99	47,000 00
Motley Add., N. Ada st., near Chicago av.....	* 9	Aug. 24, '98	Mar. 22, '99	40,000 00

\*With Assembly Hall.  
 †With Assembly Hall, Kindergarten and Manual Training.  
 ‡With Assembly Hall and Kindergarten.  
 §With Kindergarten.  
 ‖With Assembly Hall and Manual Training.

In addition to the above, kindergarten rooms have been fitted up in five old buildings, manual training rooms in two buildings, and new class rooms in five school buildings; fire



escapes have been placed on five buildings, and miscellaneous alterations and improvements made in three buildings. Some of this miscellaneous work is not entirely completed, but will be ready before the opening of schools in September.

SCHOOL BUILDINGS COMMENCED, BUT NOT COMPLETED DURING 1898-99.

SCHOOL AND LOCATION.	ROOMS.	AWARDED.	EST. COST.
Eugene Field Add , Ashland and Greenleaf avs.....	*12	Nov. 2, '98	\$ 50,000 00
Winfield Scott Schley, Oakley av., near Division st.....	+22	Sept. 7, '98	105,000 00
George Dewey, 54th st. and Union av.....	+22	Feb. 8, '99	112,000 00
Darwin, Edgewood av. and Catalpa pl.....	+22	June 14, '99	105,000 00
Madison Av. Add., Madison av., near 75th st.....	8	Apr. 5, '99	47,000 00
West Pullman Add., 120th st. and Parnell av.....	12	Apr. 19, '99	48,000 00
Prescott Add., Wrightwood and Ashland avs.....	†12	May 3, '99	62,000 00
Robert A. Waller High, Orchard and Center sts.....	§15	May 17, '99	150,000 00

\*With Kindergarten.

†With Assembly Hall, Kindergarten and Manual Training.

‡With Assembly Hall.

§With Laboratories, etc.

Plans have been prepared and proposals received for a 10-room and assembly hall addition to the Charles Warrington Earle School, and a 19-room building to take the place of the present Calumet Avenue School.

There are also in course of preparation a 12-room addition to the Dore School, and a 15-room addition to the Avondale School, which will be contracted for in the near future.

In addition to these, the plans and specifications for a 22-room building on the new site on Calumet avenue, between

Forty-first and Forty-second streets, and the plans for a 12-room building on the site at Selwyn avenue and West Cullom Street are entirely completed, but the Architect is unable to proceed further until the City Council shall grant the necessary increase in appropriations.

As soon as the plans now on the boards are completed, work will be commenced on the plans for a 12-room addition to the Auburn Park School; also an 8-room building at the corner of Sawyer avenue and Fifty-third street, which will complete all important work which is not in some way tied up.

Additional rooms and necessary repairs and improvements to a number of old buildings are ready for contracts or rapidly reaching completion, and will be available for use early in the fall.

No radical changes have been made in the arrangement of rooms or the latest improvements for the convenience and comfort of the children, but it has been found necessary to eliminate some features which seemed more for embellishment than essential from a standpoint of economy. This simplicity of design has resulted in considerable saving in cost without the sacrifice of attractiveness.

In the new Robert A. Waller High School, your Committee believe that a degree of excellence has been attained which is rarely equaled. The general arrangement of the class rooms and special departments has been very carefully studied, until the convenience and equipment will stand on par with the very best examples in the United States, in spite of the fact that the entire expense will not reach the cost of similar accommodations in such cities as Philadelphia, Springfield, Mass., and

Detroit. The exterior is designed in classic style and will be of a monumental character.

It has seemed best to your Committee to modify somewhat the extent of fireproof construction, and they are now strongly of the opinion that fireproof floors in the corridors, with iron stairs leading to all exits, affords ample protection, as a comparatively small number of children are confined in each room and are beyond danger as soon as they reach the corridors. Each room is entirely enclosed with fireproof walls or partitions, and the ceilings are protected by wire lath and plaster. This modification results in the saving of thousands of dollars.

Your Committee feels great satisfaction in the prospects for a largely increased building fund, for they realize the enormously increasing demand for school accommodations in such a progressive city, and believe that with the same practice of economy as has prevailed during the past year they can make a vastly better showing for the building department.

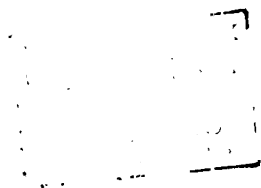
Respectfully submitted,

BERNARD F. ROGERS,  
JOSEPH DOWNEY,  
CLAYTON MARK,  
JESSE SHERWOOD,  
THOMAS GALLAGHER,  
DANIEL R. CAMERON,  
AUSTIN O. SEXTON,  
FRANK J. LOESCH,  
C. R. WALLECK,

Committee on Buildings and Grounds.



TYPICAL CLASS ROOM—JOHN FARRIN GRAMMAR SCHOOL, WABASH AVENUE AND 51ST STREET.



**REPORT OF THE SUPERINTENDENT.**



## REPORT OF THE SUPERINTENDENT OF SCHOOLS.

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*To the Honorable Board of Education:*

LADIES AND GENTLEMEN—I have the honor to submit below the Forty-fourth Annual Report of the Chicago Schools' Superintendency, being for the year which ended with June, 1899.

During said year 242,807 different pupils were enrolled for instruction under the auspices of the Board, the cost of instruction being thirty per cent of the total sum paid out by the city government during said year.

By declining re-election for another year Mrs. Ella F. Young has severed her connection with the Public School System of Chicago. Mrs. Young is a woman of rare talent, untiring energy, large acquirements and ripe educational experience, who has deservedly won a host of admiring and devoted friends. As teacher, principal and superintendent she has served the city for thirty-seven years. I deeply regret her withdrawal from the position she has so ably filled, yet congratulate the educational public on the promise that her professional labors, though in another field, will still be continued.

Francis W. Parker has resigned his position as principal of the Normal School. A commanding personality is thus removed from connection with the Public Schools. Mr. Parker's reputation has become national, owing to his enthusiastic, progressive, and, in the main, wise work in behalf of public education. His ideas are broad and noble, his influence over teachers strong and stimulating. Fortunately for Chicago this influence



also will not cease to be exerted, as Mr. Parker expects to pass the remainder of his active life in the city, devoted to the same aims that have for so many years inspired the development of well-equipped and lofty-minded teachers.

One of my esteemed colleagues has recently been removed by death—Orlando Blackman—supervisor of music in the grammar grades, who has been employed by the Board of Education for no less than thirty-six years, instructing in the elements of music thousands of Chicago youth. Mr. Blackman was one of the best known and most beloved teachers in Chicago. Kindly, genial, and devoted to his art, he made friends of all his pupils, whose hearts swelled with painful emotion on learning of his death.

Other members of the school force have died as follows. If this report afforded the space I should be glad to remark upon the labors and virtues of each of them.

- Henry J. Zeis, principal Kershaw School.
- Alfred G. Roebuck, Seward School, died Aug. 13, 1898.
- Mary J. C. Ingersoll, Oak Ridge School, died Dec. 27, 1898.
- Stella Kearns, Mulligan School, died August, 1898.
- Anna E. Cahill, Gladstone School, died October, 1898.
- Katherine Bowen, Mulligan School, died November, 1898.
- Harriet M. Tower, Smyth School.
- Minnie Lincoln, Talcott School, died December 5, 1898.
- Grace A. Eccles, C. W. Earle School, died Jan. 8, 1899.
- Fannie E. Stapley, Wells School, died January, 1899.
- Henry E. Robbins, La Salle School, died January, 1899.
- Louise M. Real, Parkmam School, died Feb. 18, 1899.
- Nellie L. Dickson, Scammon School, died March 5, 1899.
- Minnie L. Brown, Clarke School, died April 20, 1899.
- Francis J. Mooney, Holmes School, died April 25, 1899.
- Jennie E. Carr, Hamilton School, died April, 1899.
- Delia E. Hanlon, David Swing School, died May 9, 1899.
- Lilian Scheferstein, Phil Sheridan School, died May, 1899.
- Annie Glavin, Holmes School, died July 9, 1899.
- Lena E. Sale, Seward School, died July 9, 1899.
- Margaret C. Sanderson, W. P. Nixon School, died July 13, 1899.

## SUMMARY OF SCHOOL STATISTICS.

## SCHOOL ACCOMMODATIONS.

	1893-94.	1894-95.	1895-96.	1896-97.	1897-98.	1898-99
Buildings owned by the city	269	281	295	316	318	322
Rooms rented. ....	236	271	296	282	332	343

## TEACHING FORCE.

NUMBER OF PRINCIPALS.	1895-96		1896-97		1897-98		1898-99	
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female
In High Schools .....	14	0	14	0	14	0	14	0
In Elementary Schools..	101	105	108	109	106	111	110	111
Total number Principals	115	105	122	109	120	111	124	111

NUMBER OF ASSISTANTS AND  
TEACHERS--

In High Schools .....		130	128	134	180	146	143	164
In Elementary Schools..	....	3,958	81	4,135	98	4,429	116	4,559
Manual Training in Ele- mentary Schools.....	13	1	17	1	21	1	32	2
Schools for the Deaf....	2	8	2	11	2	14	2	17
Kindergarten.....	....	72	....	108	....	128	....	171
Chicago Normal.....	8	15	9	11	9	12	9	18
Special Teachers.....	25	23	25	21	25	22	28	20
Household Arts.....	....	....	....	....	....	....	....	19
Total number Assist- ants and Teachers..	241	4,207	262	4,421	285	4,752	330	4,970
Total number Princi- pals, Assistants and Teachers.....	356	4,312	384	4,530	405	4,863	454	5,081
Total teaching force		4,668		4,914		5,268		5,535

## SCHOOL CENSUS.

	1890.	1892.	1894.	1896.	1898.
Total population of the city.....	1,204,669	1,438,010	1,567,727	1,619,226	1,851,588
Under 21 years of age.	473,234	542,163	658,646	694,912	846,622
Between the ages of 6 and 21 years.....	239,433	329,796	403,066	448,597	571,375

## PUBLIC SCHOOLS.

Between the ages of 4 and 6 years.....	.....	68,280	94,143	90,945	122,964
Between the ages of 6 and 14 years.....	165,621	191,180	228,254	247,706	344,246
Under 6 years of age..	183,801	212,367	255,580	243,315	275,247

## PUPILS.

The following statement exhibits the enrollment, membership, attendance and promotions for each of the departments of our public school system for the last school year :

	Total Enrollment.	Average Daily Membership.	Average Daily Attendance.	Pr. Ct. Attendance.	No. of Promotions.
Normal.....	573	472.8	453.5	95.9	435
In Grades 1-4, inclusive.....	162,960	132,914.1	122,938.6	92.5	104,692
In Grades 5-8, inclusive.....	63,989	62,379.9	58,913.2	94.4	50,237
In High Schools.....	10,123	8,830.6	8,415.1	95.3	6,908
In Schools for the Deaf.....	162	134.0	122.4	91.3	.....
Total.....	242,807.	204,731.4	190,842.8	93.2	162,267

WHOLE NUMBER ENROLLED—	1834-5.	1895-6.	1896-7.	1897-8.	1898-9.
Total for the year.....	201,360	213,325	225,718	236,239	242,807
Increase over previous year	16,022	12,445	11,893	10,521	6,568

AVERAGE DAILY MEMBERSHIP—	1834-5	1895-6.	1896-7.	1897-8.	1898-9.
Total for the year.....	165,318	177,710	190,471	199,621	204,731
Increase over previous year	15,651	12,392	12,761	9,150	5,110

AVERAGE DAILY ATTENDANCE—	1894-5	1895-6.	1896-7.	1897-8.	1898-9.
Total for the year.....	154,216	165,569	178,192	187,034	190,842
Increase over previous year	14,884	11,353	12,623	8,842	3,808

PER CENT. OF PUNCTUAL ATTENDANCE—	1893-4	1895-6.	1896-7.	1897-8.	1898-9.
	93.3	93.2	93.6	93.7	93.2

SUSPENSIONS—	1894-5	1895-6.	1896-7.	1897-8.	1898-9.
For absence.....	3,289	3,539	3,017	2,993	3,030
For misconduct.....	184	197	229	290	158

AVERAGE DAILY MEMBERSHIP BY GRADES—	1894-5	1895-6	1896-7	1897-8	1898-9
First Grade.....	36,734.0	37,032.0	38,943.4	41,950.3	43,827.7
Second Grade.....	29,197.8	32,364.7	32,948.0	22,776.4	33,248.4
Third Grade.....	25,504.5	27,284.6	29,623.2	30,110.0	30,088.7
Fourth Grade.....	21,460.6	22,860.7	24,655.6	25,767.3	25,749.3
Total first four grades.....	112,896.9	119,542.0	126,170.2	130,607.0	132,914.1

	1894-5.	1895-6.	1896-7.	1897-8.	1898-9.
Fifth Grade.....	18,855.4	20,410.0	22,120.6	23,424.1	23,698.4
Sixth Grade.....	12,484.9	13,879.9	15,605.9	16,796.1	17,586.4
Seventh Grade.....	8,340.0	9,573.3	10,846.3	11,691.7	12,421.9
Eighth Grade.....	5,938.6	6,785.6	7,421.7	8,280.2	8,678.2
<b>Total Grades 5 to 8.</b>	<b>45,790.9</b>	<b>50,649.5</b>	<b>55,994.5</b>	<b>60,192.1</b>	<b>62,379.9</b>
Ninth Grade.....	3,062.5	3,279.4	3,265.8	3,535.2	2,805.1
Tenth Grade.....	1,690.7	2,121.2	2,141.3	2,233.2	2,346.8
Eleventh Grade.....	1,095.2	1,190.2	1,453.0	1,494.3	1,540.2
Twelfth Grade.....	826.7	920.0	987.0	1,169.5	1,138.5
<b>Total High Schools.</b>	<b>6,631.0</b>	<b>7,519.8</b>	<b>7,847.1</b>	<b>8,432.2</b>	<b>8,830.6</b>
Normal School.....			459.7	389.7	472.8
School for the Deaf ..					134.0
<b>Total in all Depts...</b>	<b>165,318.8</b>	<b>177,711.3</b>	<b>190,471.5</b>	<b>199,621.0</b>	<b>204,731.4</b>

PERCENTAGE OF PUPILS IN EACH DEPARTMENT—

	1894-5.	1895-6.	1896-7.	1897-8.	1898-9.
Per cent in Grades 1 to 4.....	68.29	67.27	66.24	65.43	64.92
Per cent in Grades 5 to 8.....	27.70	28.50	29.40	30.16	30.47
Per cent in High Schools.....	4.01	4.23	4.12	4.22	4.31
Per cent in Normal School.....			.24	.19	.23
Per cent in Schools for Deaf.....					.07

AVERAGE NUMBER OF PUPILS TO EACH TEACHER, NOT INCLUDING PRINCIPALS OR SPECIAL TEACHERS—

	1894-95.	1895-96.	1896-97.	1897-98.	1898-99.
In High Schools.....	40	39	41.5	39.4	34.4
In Gram. and Prim Schools..	44	45	45	44	41.8

	1894-95.	1895-96.	1896-97.	1897-98.	1898-99.
<b>NUMBER OF PUPILS PROMOTED—</b>					
First to Second Grade.....	30,084	29,042	29,020	29,686	29,912
Second to Third Grade.....	25,568	27,306	27,857	26,704	27,071
Third to Fourth Grade.....	23,070	23,354	25,495	24,950	25,525
Fourth to Fifth Grade.....	19,354	20,121	21,601	22,267	22,184

<b>Total in Grades 1 to 4.....</b>	<b>98,076</b>	<b>99,823</b>	<b>103,973</b>	<b>103,607</b>	<b>104,692</b>
Fifth to Sixth Grade.....	14,443	15,669	17,335	18,374	18,812
Sixth to Seventh Grade.....	10,604	11,043	12,763	13,138	14,146
Seventh to Eighth Grade.....	6,953	7,656	8,735	9,179	9,799
Eighth to Ninth Grade.....	5,453	5,584	6,707	7,277	7,480
<b>Total in Grades 5 to 8.....</b>	<b>37,448</b>	<b>39,952</b>	<b>45,440</b>	<b>47,968</b>	<b>50,237</b>

<b>Total number promotions in</b>					
Elementary Grades.....	135,524	139,775	149,413	151,575	154,929

PER CENT OF PROMOTIONS BASED UPON AVERAGE DAILY MEMBERSHIP—					
	1894-95.	1895-96.	1896-97.	1897-98.	1898-99.
Grades 1 to 4.....	80.9	83.5	82.4	79.3	78.8
Grades 5 to 8.....	82.9	78.9	81.2	79.7	80.5
Total Elementary Grades.....	85.5	82.1	82	79.4	79.8

### AGES OF PUPILS.

The following statement exhibits the ages of pupils at the date of their first enrollment during the year for the last six years :

	1894-95.	1895-96.	1896-97.	1897-98.	1898-99.
Under 7 years of age.....	34,085	35,909	37,766	39,942	40,968
Between 7 and 8 years.....	25,748	27,842	28,598	29,070	30,485
Between 8 and 9 years.....	23,793	24,957	26,490	27,207	27,617
Between 9 and 10 years.....	22,263	23,629	24,486	25,565	26,571
Between 10 and 11 years.....	21,840	22,549	23,817	24,544	25,714
Between 11 and 12 years.....	19,581	20,874	21,311	22,512	23,204
Between 12 and 13 years.....	17,963	19,691	21,211	22,208	22,590
Between 13 and 14 years.....	14,408	15,548	17,247	18,636	18,635
Between 14 and 15 years.....	9,789	10,185	11,161	12,583	12,620
Between 15 and 16 years.....	5,809	5,948	6,232	6,673	6,030
Between 16 and 17 years.....	3,081	3,454	3,413	3,480	3,570
Over 17 years.....	3,020	3,239	3,986	3,819	3,803
Total.....	201,380	213,825	225,718	236,239	242,807

The following statement exhibits the number in every one hundred pupils under the ages given for each of the past six years :

	1894-95.	1895-96.	1896-97.	1897-98.	1898-99.
Under 7 years.....	16.9	16.8	16.7	16.9	16.9
Under 8 years.....	29.7	26.9	29.4	29.2	29.4
Under 9 years.....	41.5	41.5	41.1	40.7	40.8
Under 10 years.....	52.6	52.5	51.9	51.6	51.7
Under 11 years.....	63.4	63.1	62.5	61.9	62.3
Under 12 years.....	73.2	72.9	72.0	71.0	71.9
Under 13 years.....	82.1	82.1	81.4	80.9	81.2
Under 14 years.....	89.2	89.3	89.0	88.7	88.9
Under 15 years.....	94.1	94.1	93.9	91.1	94.1
Under 16 years.....	97.0	96.8	96.7	96.9	97.0
Under 17 years.....	93.5	98.5	98.2	98.4	98.4
Over 17 years.....	1.5	1.5	1.3	1.6	1.6

COST PER PUPIL.

	1894-5.	1895-6.	1896-7.	1897-8.	1898-9.
<b>FOR TUITION ALONE--</b>					
Upon number enrolled.....	\$17 34	\$17 81	\$17 56	\$18 44	\$19 46
Upon average daily membership...	21 09	21 63	21 22	22 34	23 33
Upon average daily attendance....	22 64	23 21	22 69	23 84	26 05
<b>FOR INCIDENTALS--</b>					
Upon number enrolled.....	2 88	2 87	2 91	2 84	2 89
Upon average daily membership...	3 52	3 49	3 52	3 44	3 47
Upon average daily attendance....	3 76	3 74	3 76	3 67	3 73
<b>FOR ALL CURRENT EXPENSES (NOT INCLUDING REPAIRS, PERMANENT IMPROVEMENTS, ETC.)</b>					
	1894-5.	1895-6.	1896-7.	1897-8.	1898-9.
Upon number enrolled.....	\$20 22	\$20 68	\$20 47	\$21 28	\$22 35
Upon average daily membership...	24 61	25 12	24 75	25 78	26 80
Upon average daily attendance....	26 40	26 95	26 45	27 51	28 78

The cost for the departments given below is reckoned on all current expenses (not including repairs, permanent improvements, etc.):

<b>PHYSICAL CULTURE--</b>	
Upon number enrolled.....	\$ 0.056
Upon average daily membership.....	.067
Upon average daily attendance.....	.072
<b>MUSIC--</b>	
Upon number enrolled.....	.011
Upon average daily membership.....	.134
Upon average daily attendance.....	.138
<b>DRAWING--</b>	
Upon number enrolled.....	.135
Upon average daily membership.....	.163
Upon average daily attendance.....	.174
<b>KINDERGARTEN--</b>	
Upon number enrolled.....	10 92
Upon average daily membership.....	20 80
Upon average daily attendance.....	23 24
<b>MANUAL TRAINING IN ELEMENTARY SCHOOLS--</b>	
Upon number enrolled (about 15,000).....	3 73
<b>EVENING SCHOOLS--</b>	
Upon number enrolled.....	8 04
Upon average daily attendance.....	20 49

<b>HIGH SCHOOLS—</b>	
Upon number enrolled.....	\$ 53 98
Upon average daily membership.....	60 83
Upon average daily attendance.....	63 72
<b>NORMAL SCHOOLS—</b>	
Upon number enrolled.....	116 76
Upon average daily membership.....	141 50
Upon average daily attendance.....	147 28
<b>SCHOOLS FOR THE DEAF—</b>	
Upon number enrolled.....	96 74
Upon average daily membership.....	116 97
Upon average daily attendance.....	128 87
<b>JOHN WORTHY SCHOOL—</b>	
Upon number enrolled.....	1 92
Upon average daily attendance.....	14 42
<b>VACATION SCHOOLS—</b>	
Upon average daily membership.....	3 15

#### SCHOOL MEMBERSHIP AND ATTENDANCE.

The statistics required by the State law do not include children between four and six years of age, hence the following totals do not embrace the summaries for the kindergartens.

The total enrollment of pupils during the year was 242,807, an increase of 6,568 or 2.8 per cent over that of the preceding year. The average daily membership was 204,731, an increase of 5,110 or 2.6 per cent over that of the preceding year. The average daily attendance was 190,842, an increase of 3,808 or 2 per cent over that of the preceding year.

The average daily attendance for the year 1898-9 was 78-5 per cent of the total enrollment, and the average daily membership 84.4 per cent of the enrollment. The average daily attendance for the year 1887-8, prior to the annexation of surrounding towns, was 74.6 per cent of the total enrollment; and the average daily membership then was 79.9 per cent of

the total enrollment. For the year 1897-8 the two averages named were, respectively, 79.2 and 84.5. It will be observed that each of these averages is slightly less for the year last past than for the year 1897-8.

Sixty-four and ninety-two hundredths per cent of the average daily membership for the year were in grades 1-4, inclusive; thirty and forty-seven hundredths per cent in grades 5-8, inclusive, and four and fifty-four hundredths in the high schools and the normal school. These figures display a gratifying increase in the proportion of the public school pupils attending in the higher grades, as is set forth more fully in the following table:

	1882-3.	1887-8.	1892-3.	1897-8.	1898-9
Per cent in primary grades, I to IV.....	77.07	74.85	70.57	65.43	64.92
Per cent in grammar grades, V to VIII....	20.73	22.23	25.64	30.15	30.47
Per cent in high and normal schools.....	2.25	2.82	3.79	4.42	4.54

The following "Table of Persistence," read diagonally downward and to the right, shows how the number of the pupils entering school in a given year decreases from year to year. The percentage in each case is the percentage of the class when it entered upon its first grade which still remained in school when it had attained the grade where the given percentage appears. Thus what may be called the class of 1898, maturing or graduating as eighth graders in that year, had for its eighth grade year a membership which was 28.8 per cent of the membership of the same class during its first grade year. In its first high school year the same class had but 15 per cent of its initial or original size.



TABLE OF PERSISTENCE.

GRADE.	1889-90	1890-91	1891-92	1892-93	1893-94	1894-95	1895-96	1896-97	1897-98	1898-99
1st.....	25,788	26,669	26,684	29,480	33,538	36,734	37,032	38,943	41,960	43,828
2nd.....		23,197 89.9%	24,806 92.3%	25,442 88.7%	26,965 91.5%	29,198 87.1%	32,365 88.1%	32,946 89%	32,776 84.2%	33,248 71%
3rd.....			20,706 80.3%	22,769 85.4%	24,088 84%	25,504 86.5%	27,285 81.4%	29,623 80.6%	30,113 81.3%	30,069 .77.2%
4th.....				16,938 65.7%	20,294 76.9%	24,460 74.5%	22,861 77.5%	24,656 73.5%	25,768 70.2	25,749 69.5%
5th.....					15,727 61%	18,855 70.7%	20,411 71.2%	22,121 75%	23,424 70%	23,673 64.4%
6th.....						12,484 48.4%	13,880 53%	15,606 54.4%	16,796 57%	17,566 52.1%
7th.....						8,340	9,573 87.1%	10,846 40.7%	11,692 43.8%	12,422 42.1%
8th.....						5,939	6,786	7,422 28.6%	8,280 31%	8,678 32.5%
9th— High School									3,852 15%	2,805
10th High School										2,347 9%

## NEW SCHOOL ACCOMMODATIONS.

Four new school buildings, and eleven additions to buildings have been completed and occupied during the year.

The Frances E. Willard School, St. Lawrence avenue and Forty-ninth street, opened September 6, 1898, 22 rooms, assembly hall, kindergarten and manual training shop. Number of seats, 1,008.

The Lake View High School, new building, Ashland and Graceland avenues, opened January 6, 1899, with 16 rooms and an assembly hall. Number of seats, 763.

The Normal Practice School, Stewart avenue and Sixty-eighth street, opened May 1, 1899, with 22 rooms, an assembly hall and manual training shop. Number of seats, 1,104.

The Frank J. Jirka School, Seventeenth street, between

Lafin and Loomis streets, opened April 10, 1899, with 22 rooms, an assembly hall and kindergarten. Number of seats, 1,176.

The Gallistel School, new building, Avenue K and One Hundred and Fourth street, opened September 6, 1898, with 16 rooms and an assembly hall. Number of seats, 864.

The Bryant School addition, West Forty-first street, between Thirteenth and Fourteenth streets, opened September 6, 1898, with 10 rooms, an assembly hall and kindergarten. Number of new seats, 528.

The Lafayette School addition, Augusta street and Washenaw avenue, opened September 8, 1898, with 12 rooms. Number of new seats, 576.

The Englewood High School addition, Stewart avenue and Sixty-second street, opened February 14, 1899, with 5 rooms and an assembly hall. Number of new seats, 288.

The Fallon School addition, Wallace and Forty-second streets, opened January 4, 1899, with 10 rooms, an assembly hall and kindergarten. Number of new seats, 713.

The McPherson School addition, Walcott street, near Lawrence avenue, opened September 8, 1898, with 6 rooms. Number of new seats, 288.

The O'Toole School addition, Forty-eighth and Bishop streets, opened January 23, 1899, with 13 rooms and kindergarten. Number of new seats, 651.

The Farren School addition, Wabash avenue, near Fifty-first street, opened March 23, 1899, with 12 rooms, an assembly hall, kindergarten and manual training shop. Number of new seats, 558.

The Northwest Division High School addition, Potomac

and Claremont avenues, opened January 23, 1899, with 6 rooms. Number of new seats 240.

The Alcott School addition, Wrightwood avenue and Orchard street, opened February 8, 1899, with 7 rooms and an assembly hall. Number of new seats, 336.

The Motley School addition, North Ada street, near Chicago avenue, opened March 22, 1899, with 9 rooms and an assembly hall. Number of new seats, 480.

One new school will be ready for occupation in September, 1900, viz: the John Spry, Southwest boulevard and West Twenty-fourth street. It has 22 rooms, assembly hall, kindergarten and manual training shop. Number of new seats, 1,188.

Four other schools and four additions are in process of construction, which will afford 5,424 new seats.

The following table gives statistics of school accommodations for the last ten years.

	Seats in build- ings owned by city.	Increase over preceding year in build- ings owned by city.	Seats in Rented Rooms.	Pupils in Half-day Ses- sions at close of year.
1890.....	118,592	Annexation.	5,476	*.....
1891.....	121,159	7,567	7,628	15,773
1892.....	132,465	11,306	8,773	18,069
1893.....	141,968	9,503	10,862	14,375
1894.....	162,127	20,159	10,867	14,086
1895.....	174,205	12,078	12,643	17,545
1896.....	188,724	14,519	13,507	15,086
1897.....	202,194	13,470	12,368	12,475
1898.....	204,124	1,930	14,807	17,235
1899.....	213,753	9,629	15,545	16,210

There were 13,015 children attending school in rented rooms at the close of 1898, and 13,439 at the close of 1899, an increase of 424. There were 17,235 children in half-day sessions at the close of 1898, and 16,210 at the close of 1899, a decrease of 1,025.

As the number of seats in buildings owned by the city—213,753—(to say nothing of seats in rented rooms) is greater than the average daily membership of pupils—204,731, it is evident that some buildings are but partly filled. Obviously, in so great a system, demand and supply cannot be made to correspond exactly. Close watch needs to be kept upon the ebb and flow of population in the different quarters of the city, to the end that the number of buildings in any district where school population is yearly diminishing may be lessened, and the proceeds devoted to the erection of needed buildings in the crowded districts.

#### THE TEACHING FORCE.

The whole number of principals and teachers employed during the year under review was 5,535, an increase of 267 for the year. There were 107 resignations, and leave of absence for varying periods of time was granted to 144. The total number of new assignments for the year was 479, of which 249 were graduates of the City Normal School who had served as cadets, 140 were experienced teachers, 54 were kindergartners, 25 were teachers of German, 7 were teachers of household arts, and 4 were teachers of manual training.

#### EXAMINATIONS.

Examinations for various positions were held with the following results:

	Number Examined.	Number Successful.
Aug. 26, 1898—Teachers of Household Arts.....	21	15
Sept. 24, 1898—Teachers of Household Arts.....	26	13
Sept. 24, 1898—Principals of Evening Schools.....	52	13
Oct. 4, 1898—Teachers of Physical Culture.....	3	3
Nov. 25, 1898—Teachers of Drawing in High Schools...	31	4
Dec. 10, 1898—Admission to Normal School.....	305	73

	Number Examined.	Number Successful.
Dec. 16, 1898—Teachers of Manual Training.....	24	5
Dec. 17, 1898—Teachers of Household Arts.....	7	5
Jan. 23, 1899—Teachers of Elocution in Normal School.	8	4
Jan. 23, 1899—Teachers of Physical Culture in Normal School.....	19	7
June 9, 1899—Kindergartners.....	152	100
June 12, 1899—Teachers of Household Arts.....	14	11
June 13, 1899—Admission to Normal.....	677	183
June 16, 1899—Teachers of the Deaf.....	8	6
June 26, 1899—Teachers of Manual Training.....	11	5
June 27, 1899—Principals of Elementary Schools.....	99	12
June 27, 1899—Teachers of Elementary Schools.....	350	102
June 27, 1899—Teachers of High Schools.....	274	56
June 27, 1899—Teachers of German in Elementary Schools	15	9
June 27, 1899—Teachers of German in High Schools...	13	5
June 27, 1899—Teachers of French in High Schools....	15	3
Totals.....	2,124	634

### THE CHICAGO SCHOOL SYSTEM.

#### THE PHYSICAL BASIS OF EDUCATION.

The child is an organism dependent for its comfort and harmonious development on its environment, natural and artificial. The natural environment we cannot control, the artificial is largely our creation. If the artificial environment is not consonant with natural law, we obviously injure the child. For nearly eight months in the year pupils are confined in artificially heated school rooms; during ten months they are allowed but little movement within the same rooms. Perfect ventilation, absolutely fresh air constantly available for all children, is very difficult to obtain. Yet without it the pupils cannot be vigorous.

Again, childhood demands much movement for the right growth of muscles, bones, organs, the whole frame. The in-

roduction of constructive work into all grades of the elementary schools is desired, I believe, by all the district superintendents and has an increasing host of enthusiastic supporters among principals and teachers. It seems to be aiding in the solution of the problem of physical development. The old idea of school-room discipline was motionless silence; the new one is silent movement. Such is the course of the planets and stars; such the growth of plants and the main motions of the animal world.

Scientific training of the muscles helps develop a perfect body. The introduction of gymnastic apparatus and exercises into the schools is of the greatest service to the children. Sixty-five schools are now more or less completely equipped with apparatus. I trust that this movement may continue till all the schools in the city are provided with satisfactory apparatus of this kind. Our long winters make this regular indoor exercise especially desirable.

Of the city schools eight are without playgrounds and thirteen have playgrounds on but one side. It is hoped that for the sake of the children in the districts referred to these conditions may soon be improved. Pure air, water and food, and unrestrained development are essential. The prevalence of privation and ignorance in these particulars on the part of our great city population cannot but result in seriously sapping the vigor of the nation. There are signs that this danger is realized; still, constant instruction and warning are necessary, and the influence of the public schools cannot be too pronounced in this important matter.

## KINDERGARTENS.

On April 17, 1875, was passed the following addition to the general school law of the State ; paragraph 330, section 1 :

*Be it enacted by the People of the State of Illinois, represented in the General Assembly:* That in addition to other grades or departments now established and maintained in the public schools of the State, any school district managed by a board of education or a board of directors is hereby empowered, when authorized by a majority of all the votes cast at an election for that purpose, such election to be called and held in accordance with the provisions of Article IX of an act entitled "An act to establish and maintain a system of free schools," approved and in force May 21, 1889, to establish in connection with the public schools of such district a kindergarten or kindergartens for the instruction of children between the ages of four and six years, to be paid for in the same manner as other grades and departments now established and maintained in the public schools of such district. No money accruing to such district from the school tax fund of the State shall be used to defray the tuition or other expenses of such kindergarten, but the same shall be defrayed from the local tax and the special school revenue of said district.

For several years kindergartens have been maintained by the Board of Education without legalized action under the law. On January 25, 1899, the President and Secretary of the Board were instructed to wait on the Mayor and Common Council and request them to join with the Board in application to the proper authorities, requiring the proposition for and against the establishment of such kindergartens as the Board of Education may desire to maintain to be placed upon the ballots to be used at the forthcoming spring election.

This action was taken and the proposition was placed upon the ballots in the following form :

"Proposed establishment in connection with the public schools of Chicago of kindergartens for the instruction of children between the ages of four and six years."

YES	
No	

At the election of April 4, 1899, 87,972 votes were cast in favor of kindergartens, 15,878 against ; a majority of 72,094.

To the efforts of Mrs. Isabelle O'Keeffe, of the Board of Education, much credit is due for the result attained.

Eighty-four kindergartens are now maintained by the Board with a total enrollment of 7,241 pupils, and they have become a legalized part of the school system. Their benefit to the community has been undoubted. They are another evidence of the tendency of the people to place the training of children more largely in the hands of skilled teachers. Some have apprehended in this a danger to the independence of the family. It is believed, however, that happier and better trained child lives will strengthen the family life of the coming generation by the noble ideals and harmonious action so early inculcated.

I second, as I am sure the Architect will do, the recommendation of the Supervisor that kindergartens should not be placed in basements likely to be damp and injurious to these young and tender lives, but in the best rooms available.

	1897-8.	1898-9.
Number of kindergartens.....	68	84
Total enrollment of pupils .....	5,546	7,241
Average daily membership.....	2,904	3,801
Average daily attendance.....	2,607	3,402
Per cent of attendance .....	89.8	89.5

#### CONSTRUCTIVE WORK AND MANUAL TRAINING.

Constructive work has had a marvelous growth in our schools the last year, having wisely and intensely interested both teachers and pupils. This shows that it has a sound principle beneath it and that it is a "fad" only when exaggerated beyond its due limits. Within these limits it will serve to de-



velop interest, to make skilful fingers, to correct abstract by concrete knowledge, to render a community artistic not only in feeling but in power. The best artistic ideals should guide creation, it being always found in the course of time that the truly beautiful is also useful and consonant with the laws of nature.

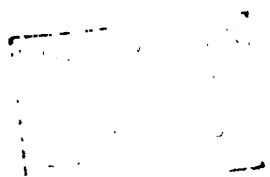
I believe that wide discretion should be given to principals and teachers in selecting forms of constructive work, that the creative power of children may develop along various fruitful lines. But teachers should remember that only a thorough knowledge on their own part of the methods of artistic construction can lead to the best results. Not all teachers are artists. It is of little use to force this work upon schools whose teachers possess neither the skill nor the desire to carry it on. If there is the desire, however, the skill may be in a degree attained, especially where the art of drawing, now essential for teachers, has been thoroughly pursued.

The materials to be used must be regarded from the two standpoints of adaptability and economy. Many teachers prefer, for the first two or three grades, chiefly paper; others find that a boy of six can, with a fine saw, work in soft wood with accuracy and profit. One teacher of high standing favors wire-work for a year; others would use clay or sand. But paper and wood, because of their adaptability and cheapness, are for the great mass of work to be preferred to other materials. The number of tools used will increase, with advancing knowledge, from scissors to the rack of the carpenter's bench. Both materials and tools should be used with discretion and care. The public is willing to educate, but not to educate wastefully.

The specialized constructive work of the seventh and eighth



DOMESTIC SCIENCE (COOKING)—JOHN SPRY SCHOOL, SOUTHWEST BOULEVARD AND W. 24TH STREET.



grades, called "manual training," has had a marked development this year. The number of shops has increased from 23 to 34; the number of schools sending boys, from 123 to 168; the number of boys instructed, as reported by the Supervisor of Manual Training, from (about) 8,000 to (about) 15,000.

"It is not intended, by means of manual training, to produce mechanics, artisans, hewers of wood, or workmen in iron, etc., but thoughtful men and women, with clear vision and understanding hearts, who shall enjoy the distinction of discovering lessons in trees and hearing sermons in stones, and communing with the visible forms of nature."—[District Superintendent Kirk.]

#### THE HOUSEHOLD ARTS.

The Department of Household Arts was intended to accomplish for girls what that of manual training does for boys. The teaching has great practical utility. More important than this, it, like manual training, develops constructive mentality and power, inventiveness and a many-sided growth of mind. Twenty-five thousand dollars was last year appropriated by the Board for this species of instruction. The schools have been largely attended, the work eagerly done. The effect upon home life is reported to be most beneficent. I recommend that the department be continued. It will justify itself even if—which is desirable and perfectly justified by theory—forms of manual training proper should, by and by, be made available for girls.

Number of schools for sewing.....	10
Number of schools for cooking.....	10
Number of teachers in cooking.....	10
Number of teachers in sewing.....	10
Number of schools sending pupils.....	145
Number of pupils in sewing.....	5,000
Number of pupils in cooking.....	5,000

The work in cooking has been peculiarly profitable. It is

easy for teachers with little training in the scientific part of the work to pause with the cooking only, making little application of the underlying principles. Much more valuable is the teaching which establishes fundamental scientific principles by experiment and then bases practical applications in cooking upon them. This employs the rational memory, not merely the arbitrary or local memory. It would be well if teachers of cooking could each have two or more years of training in some institution like Pratt or Drexel. Cooking is a laboratory exercise and as such should come to be of great service. As so large a proportion of pupils leave school after passing the fifth and sixth grades, cooking might with profit be carried down to those grades. The work in sewing can also be done in the lower grades. It could be begun in the second grade and continued until the fifth or later. In most of the large cities of the United States sewing is taught in the lower grades. Except in its more difficult applications, it is rather too simple a matter to engage the seventh and eighth grade pupils. Any sort of sewing which tries the eyes or has little practical use should be rigidly excluded. No embroidery or fancy sewing should be permitted.

#### THE EVENING SCHOOLS.

The evening schools had a prosperous and successful term.

Following are the statistics :

	1897-98.	1898-99.
Number of elementary evening schools.....	34	37
Number of high evening schools.....	7	7
Number of evenings in session.....	96	108
Number of teachers.....	280	289
Number of pupils enrolled in elementary schools....	7,898	8,887
Number of pupils enrolled in high schools.....	2,036	2,249
Total number enrolled.....	9,934	11,136
Total average attendance.....	.....	4,325
Total cost of maintenance.....	\$81,674 73	\$89,537 78
Average cost per pupil enrolled.....	8 22	8 04

I am impressed that the evening schools might be made to afford better service and satisfaction, and therefore respectfully submit the following suggestions concerning their organization and management. These recommendations are based upon the reports of the principals of evening schools submitted by them at an important conference held in the Board room on Saturday, April 8, 1899.

The evening school year should consist of two terms of ten weeks each, the first term to open about the middle of October and close the Friday before Christmas; the second term to begin the second week in January and close the middle of March. Holidays during the evening school period should be the same as for day schools.

The elementary evening schools should follow the day school course of study as a basis with large liberty to the principals to add and intersperse related matter. Stress should be placed on English and the use of the English language. The use of the assembly hall at each school should be permitted for one lecture per week.

Evening high schools should take the day high school course as a basis with large liberty to principals to add and intersperse related matter. Stress should be placed on English and the use of the English language. Permit each evening high school the use of the assembly hall for one lecture per week.

The hours of session should be from 7 to 9 o'clock; provided, that for good and sufficient reasons and with the approval of the district superintendent they may be modified in any particular school.

For pupils in the elementary evening schools all material—including stationery, ink, crayon, pencils, pens, etc.—should be

provided free, such books to be in the custody and care of the evening school principal, a record of all such books being kept by him, and an inventory submitted at the close of the evening school year. The Board should furnish plenty of supplementary reading matter, mainly biographical, historical and geographical in nature.

High school pupils should be required to provide their own books and material.

Day school pupils should not be admitted to the evening schools. Registration cards should not be issued to pupils or pupils be permanently enrolled until they have been in attendance at least ten evenings within three weeks. An attendance of at least three evenings per week should be required to constitute membership for such week.

Each teacher should enter in the class-book the name of every pupil sent to his room. At the end of each ten weeks certificates of attendance should be issued to all pupils who have been present at least thirty evenings.

No principal or teacher should be appointed without the proper certificate.

So far as possible, the principal for an evening school should be the day school principal at the same building, or a day school teacher of the same school holding a principal's certificate.

Teachers should be selected, as far as possible, from the list of holders of Chicago certificates who are waiting for day school positions, only those to be selected who give evidence that they are experienced and skilful.

Non-certificated teachers who re-apply for positions this year should be given an examination after September 15, 1900

that they may secure certificates and bring themselves under the law. No other examination for evening school teachers need be held this year.

The evening schools in each district should be, as last year, under the supervision of the district superintendents.

At the beginning of an evening school term no room should be opened with fewer than thirty-five pupils. After the opening of the term no room should be opened while there are vacant seats in any room of like grade in the school.

In justification of the view that the principal of an evening school ought, whenever possible, to be the same person as the day school principal, I submit a statement which has reached me concerning the management of a large evening school in our system and the additional work imposed by it upon the teachers in the day school. The attempt to maintain a separate institution in the same premises and using the same books, fixtures, etc., as the regular day school, but under separate management, adds materially to the difficulty of carrying on the latter. With one and the same principal for both the difficulty is reduced to a minimum.

“We find it impossible to arrange for the use of the blackboard space without interference. There has been an understanding with the principal of the evening school to the effect that the blackboard on the front wall would be reserved for his use. This we have invariably left, or its equivalent if it appeared that the evening teacher in a particular room preferred space elsewhere. Yet in certain rooms claim is made regularly, in others occasionally, to the entire blackboard surface, and exercises left on the board by the regular teacher for some particular purpose are wholly or partially destroyed.

“Work requiring great care in its preparation and containing the plainly expressed request for its preservation is obliterated wholly or in part, and this repeatedly. Even the programme is not respected and it has been a common thing to find it—the table of weather records and similar writings—



erased, and the space written over with the exercises of the evening school classes.

“An order of the Board of Education directs that all fund books and supplementary readers belonging to the school be put at the disposal of the evening school principal. At the opening of the session, in accordance with a requisition presented by him, a supply of books of various kinds was placed in each room, and a certain drawer of the bookcase was made ready to receive them and the other property of the evening school teacher. Nevertheless, fund books and supplementary readers have been repeatedly taken from bookcases without notice to regular teachers or principal and, without any regard to the purpose for which they were collected there, have been carried to other parts of the building and returned in part only, or not at all. In more than one instance the regular teacher has preferred to abandon the use of certain books rather than be subjected to the delay and annoyance caused by having to hunt them up where left by the evening school teacher.

“The loss of books resulting from the division of responsibility for their safekeeping is considerable. One teacher found the supply of Speer's Arithmetics, though collected from pupils each day and locked up in the bookcase, constantly dwindling. We presently learned that the evening school teacher in that room had been allowing pupils to take copies home. When a round-up was made some time later, eleven copies were gone. The evening school people disclaimed all accountability, and this is their usual practice in such cases.

“When new and choice sets of supplementary readers come to us they are commonly seized upon and put into use by evening school teachers, not because they are particularly adapted to the needs of their classes, but because new books with new pictures help to interest pupils and make the work go more smoothly.

“The principal and teachers of the evening school are apt to put the whole burden of caring for property and preserving some semblance of cleanliness and order about the school rooms upon the day force. Their writing is left on blackboards, or, if an attempt is made at clearing them, the eraser is a smear of chalk dust. The regular teachers in many rooms find a thorough cleaning of their blackboards necessary before beginning the work of the day.

“Periodically there has to be a house cleaning to remove

ink stains from desk tops, etc., and daily there must be a clearing out from desks of waste paper, scraps of tobacco and fragments of food of various kinds.

“Any attempt at decoration by putting up pupils’ drawings and other work is hazardous, because work so posted is exposed to almost certain mutilation and destruction. Whatever exhibit of this sort teachers wish to make while the evening schools are in session, must be taken down daily at the close of school and put away. The use of house plants for the sake of brightening the rooms has been abandoned because of the liability of their being torn to pieces or pulled up by the roots.

“There is no consideration for the particular requirements of the regular teachers in the arrangement of the evening school force. In room No. 1 a first grade teacher from a private school in the neighborhood has charge. Her practice is to have her pupils en masse use the blackboards for writing exercises. Much of the eighth grade work, especially in History, is done by use of topical outlines prepared by teacher and copied by pupils in note books. The undisturbed use of blackboards is therefore very desirable, but it is denied the regular teacher of this room. Room No. 3 is the home of our seventh grade Latin division. The teacher has been anxious to instruct her pupils concerning Roman architecture, religion, home life, etc., by using pictures, constructive work, etc. In the evening this room is occupied by a large division with two teachers, or a teacher and an assistant. As the regular teacher presumed to occupy one drawer of the bookcase, leaving only one for the evening teacher, her belongings were taken out and left piled upon the table in damaged condition, several valuable pictures of Roman subjects being so torn as to render them useless. At other times during the year there has been destruction of property as needless and as lawless as that described. The crowding of two schools into one room made it necessary to turn over the dressing room to their use and the regular teacher was left with scant storage room for necessary material. Her plans of using pictures, constructive work, etc., in connection with Latin and other subjects had to be abandoned.

“In each of these cases arrangements might easily have been made for less interference with the work of the day schools, but the evening principal has not seen fit to make them in spite of repeated suggestions to that effect.”

## THE JOHN WORTHY SCHOOL.

As a detailed report of the methods, course of study, shop-work, etc., of this school was given last year, only a summary of statistics is presented this year.

It is believed that the establishment in the city of the new juvenile court will do much good in keeping from the John Worthy School certain boys who could be more beneficially dealt with by other means. Already some improvement in this direction has been noted.

Membership June 30, 1898.....	122
Commitments from July 1, 1898, to June 30, 1899, inclusive.....	725
Enrollment.....	847
Released.....	720
Membership June 30, 1899.....	127
Average membership.....	113
Average length of time of each pupil (school days).....	40

Of the 847 commitments 68 were repeaters (some being sent back for the second, third or fourth time), so that 779 different boys were enrolled.

## COMPULSORY EDUCATION AND THE PROPOSED PARENTAL SCHOOL.

The total number of investigations made by the Compulsory Education Department was 17,195. Of these 9,027 were returned to the public schools, 3,944 were found to be truants, 241 are declared to be habitual truants and 113 incorrigibles fit only for a parental school.

The act of the Illinois Legislature, taking effect July 1, 1899, by which a parental school must be established in Chicago within two years, appears to me to mark a momentous advance in the social evolution of our city. The Board of Education must build, furnish and maintain such school and prescribe courses of study therefor. Truant children under fourteen, of school age, may be committed to the school for varying

periods. Children may be released on parole. Incurribles may be sent to a reform school. No such school can be erected near a penal institution.

The Massachusetts law requires the maintenance of a truant school by each county, "either separately or conjointly with the commissioners of other counties." New York City and Brooklyn have maintained such schools for some years.

The course of study in such a school should have much nature study and constructive work, abundant movement for these young, restless bodies, in which the unsocial instincts survive with unusual strength. I firmly believe that proper direction of energy will render valuable citizens nearly all those hitherto classed as incorrigible truants.

Sixteen weeks is the period of compulsory attendance now required by our State law. Four of these weeks have been added within two years. Massachusetts requires an attendance of thirty-two weeks. A similar law, or compulsory attendance as many weeks as school is taught in the district, should be our aim. In England, under a thoroughly enforced compulsory attendance law, youthful criminality has decreased fifty per cent.

#### VACATION SCHOOLS.

One of the most beneficent and wisely conducted charities of the city are the vacation schools. They take children of the congested districts from the hot, dirty streets and crowded houses to spacious and airy rooms, where their emotions have vent in music, their minds are delighted and instructed by nature study and constructive work and their bodies developed by careful gymnastics. Excursions to the parks, to the country, to swimming schools on the lake, give them glimpses of new

and larger environment, at the present a pure happiness, for the future a beckoning vista.

The Board of Education has for two years granted to these schools the use of buildings and equipment, the women's clubs of the city providing for the other expenses. Four schools have been open during this summer for six weeks with an attendance of 1,600, 60 per cent being boys.

An act of the last Legislature provides that in cities having a population exceeding one hundred thousand the Board of Education may establish and maintain vacation schools and playgrounds under such rules as it shall prescribe. I earnestly hope that ample funds may make it possible for the Board itself hereafter to assume this work and to carry on the same completely under its own auspices.

#### THE HIGH SCHOOLS.

A wider differentiation of the high schools is very greatly needed and would be the key to many problems. The present courses are almost entirely professional and are supplying relatively too many graduates with professional aims. Sixty per cent of the graduates intend to become teachers, twenty-five per cent enter college. Chicago is a commercial and manufacturing city, yet very small provision is made for the proper secondary training of our youth, ninety-five per cent of whom must follow these occupations. Of fourteen high schools, one is technical—the English High and Manual Training—thirteen are professional. Justice and wisdom would dictate an order something like the reverse of this. There are in the city 60,000 boys between the ages of fourteen and eighteen. Of these about 2,500 are in the high schools acquiring a professional education. The others are untrained as far as the city goes for

their work in life. Educational opinion upon this question has within the last few years rapidly crystalized, and is now practically unanimous. At a meeting of the North Central Association of Colleges and Secondary Schools in this city in March last, but a single vote opposed the introduction of commercial courses into secondary schools. The George Howland Club, composed of one hundred male principals of Chicago schools, recommended to the Educational Commission the "establishment of commercial courses in our high schools, and of a greater number of high and manual training schools." A similar resolution urging commercial courses passed the High School Council unanimously.

The example of foreign nations in this respect is well known. Men trained in the commercial and technical schools of Germany during the last twenty years are pushing England hard in the markets of the world. England in self defence has been driven to the establishment of similar schools. The French artisan has for centuries been protected and trained by his government. These foreign workmen are constantly displacing our untrained youth in shop and store. If we wish to hold our own in the world's battle of commerce, we must have well trained armies of skilled artisans and business men.

The ideas of American education have led to an exaggerated exaltation of professional life and an insufficient preparation for commerce and manufactures. By the constructive work the manual training and the household arts department of our elementary schools we are placing a truer value upon hand work and correlating it aright with brain work.

But this encouragement to artistic creation in the elementary schools should have its corresponding development in the

secondary schools. Otherwise the instruction is but half finished and leaves our children but half trained, and their work through life will show this lack of thorough education.

Seventy per cent of the pupils in the high schools are girls. We are educating our girls better than our boys, because we do not give our boys the opportunity to be trained for the occupations they must follow. Americans are rightly generous to women, but such partiality in this instance will produce an ill-balanced relation. Our boys deserve as careful a training at our hands as our girls.

#### INDUSTRIAL ARTS.

Some will object to the cost of this enlargement of secondary schools, but I believe that the people will cheerfully supply all the money needed for the thorough education of their children. The establishment of commercial schools and courses would cost no more than so many schools of the usual type. The "plants" of technical schools are more costly. Private generosity may aid the city by the presentation of the needed buildings and their equipment, as the sagacity of private citizens has already in part provided for the city by the establishment and endowment of some admirable technical schools. In any case, whether through private generosity or public action, the public, if it clearly sees the needs of these schools, will provide for them.

The establishment of these thorough and impartial secondary schools will have the most beneficent effect upon the city. They will educate a class of trained artisans who can compete with their fellows throughout the world, of business men who will understand the laws and science of commerce, of men of

both classes who will be prepared to solve successfully the industrial problems that press daily upon us.

#### THE NORMAL SCHOOL.

By the vote of the Board of Education June 28, 1899, the course of study of the Normal School was increased from one to two years. This is a very important step in advancing the standard of the teachers' attainments. As the work committed by the community to the teacher is yearly more exacting, so must the teachers' preparation be more thorough. New subjects must be mastered, as well as the best methods of imparting a knowledge of those subjects to children. Many members of other professions, law, medicine, theology, pursue studies in addition to the high school course of from four to six and even more years before beginning their practice.

The first year of the added course will be largely academic, with a special emphasis upon the science and literature of the high school curriculum and the adaptation of the knowledge there gained to younger minds. The second year will be pedagogical and have direct reference to the studies of the elementary schools.

The Normal Practice School, costing \$110,000, with an assembly hall and manual training shop, is nearly finished and has been occupied since May. It will greatly aid the efficiency of the school.

	1897-98.	1898-99.
Number of teachers. ....	21	27
Total enrollment. ....	440	573
Average daily membership. ....	389.7	472.8
Average daily attendance. ....	374.1	453.5
Number of graduates. ....	345	435
Total expenses. ....	\$64,107.88	\$66,903.97



## PUBLIC SCHOOL LECTURES.

The Ryder lectures were omitted this year, that the fund might accumulate.

The following list of lectures was delivered through the co-operation of the Chicago Record and the Board of Education, the Board giving the use of the school assembly halls, the Record paying other expenses:

The total attendance at the lectures was about 40,000. Thirty-seven were illustrated with stereoptican slides.

## February 3—

Lake View High School—"The Rivalry Between Prussia and Austria for Supremacy Within Germany," by Professor W. L. Burnap, Lake Forest University.

Robert Morris School—"Applied Bacteriology" (illustrated), by Dr. Adolph Gehrman.

McCosh School—"Child Growth," by Bayard Holmes.

George W. Curtis School—"Evolution of Industry," by Clarence S. Darrow.

Horace Mann School—"The Poetry of Tennyson," by Professor C. W. Pearson, Northwestern University.

Bismarck School—"War Stories of Land and Sea" (illustrated), by Henry Barrett Chamberlin.

Andersen School—"Tuberculosis," by Dr. W. A. Evans.

Medill High School—"A Trip to Hawaii" (illustrated), by Colonel Francis W. Parker.

Hammond School—"Purposes and Work of the Sanitary District of Chicago" (illustrated), by Isham Randolph.

## February 10—

Lake View High School—"Bismarck and the Founding of the German Empire," by Professor W. L. Burnap, Lake Forest University.

Robert Morris School—"Consumption; Its Prevalence, Communicability and Prevention," by Dr. R. H. Babcock.

McCosh School—"The Cost of Preventible Diseases," by Dr. Bayard Holmes.

Horace Mann School—"Tuberculosis." by Dr. G. Frank Butler.

Bismarck School—"The Poetry of Browning," by Professor C. W. Pearson, Northwestern University.

Anderson School—Hygiene of Infancy and Childhood; The Care and Feeding of Infants and Children," by Dr. Alfred C. Cotton.

Medill High School—"Tuberculosis," by Dr. W. A. Evans. Hammond School—"A Trip to Hawaii" (illustrated), by Colonel Francis W. Parker.

Brentano School—"War Stories of Land and Sea" (illustrated), by Henry Barrett Chamberlin.

Adams School—"Some Roman Legends and Their Lessons," by Professor Louis Stuart, Lake Forest University.

February 17—

Lake View High School—"The Exploits of Chevelier Henri de Tonti; An Episode in the Early History of Illinois (illustrated), by Henry E. Legler, Milwaukee, Wis.

Robert Morris School—"William Morris and the Great Gothic" (illustrated), by Miss Josephine C. Locke.

McCosh School—"War Stories of Land and Sea" (illustrated), by Henry Barrett Chamberlin.

George W. Curtis School—"Animal Cells and a Community; An Allegory" (illustrated), by Dr. W. T. Echley.

Horace Mann School—"Practical Points about Writing English," by Professor J. Scott Clark, Northwestern University.

Bismarck School—"Food and Dietetics," by Dr. Otto Folin.

Andersen School—"Napoleon and the French Empire" (illustrated), by Professor Edouard Baillet, Northwestern University.

Medill High School—"Applied Bacteriology" (illustrated), by Dr. Adolph Gehrman.

Hammond School—"The Cost of Preventable Diseases," by Dr. Bayard Holmes.

Brentano School—"The Poetry of Tennyson," by Professor C. W. Pearson, Northwestern University.

Adams School—"Eleazar Williams, the Lost Dauphin of France; His Forerunners and Himself," by W. W. Wight, Milwaukee, Wis.

February 24—

Lake View High School—"William Morris" (illustrated), by Miss Sabra L. Sargent, Lake Forest University.

- Robert Morris School—"War Stories of Land and Sea" (illustrated), by Henry Barrett Chamberlin.
- McCosh School—"Applied Bacteriology" (illustrated), by Dr. Adolph Gehrman.
- George W. Curtis School—"Child Growth," by Dr. Bayard Holmes.
- Horace Mann School—"The Century's Progress in Biology" (illustrated), by Professor W. A. Loey, Northwestern University.
- Bismarck School—"Napoleon and the First Empire" (illustrated), by Professor Edouard Baillot, Northwestern University.
- Andersen School—"Practical Points About Writing English," by Professor J. Scott Clark, Northwestern University.
- Medill High School—"Rudyard Kipling and His Works," by Professor Walter R. Bridgman, Lake Forest University.
- Hammond School—"Hygiene of Infancy and Childhood," by Dr. A. C. Cotton.
- Brentano School—"Industrial Evolution," by Clarence S. Darrow.
- Adams School—"Democratic Architecture" (illustrated), by Miss Josephine C. Locke.
- March 3—
- Lake View High School—"A Trip to Hawaii" (illustrated), by Colonel F. W. Parker.
- Robert Morris School—"Food, Digestion and Assimilation and Their Relations to Life," by Dr. J. A. Wesner.
- McCosh School—"Christian and Imperial Rome," by Miss Josephine C. Locke.
- George W. Curtis School—"Purposes and Work of the Sanitary District of Chicago" (illustrated), by Isham Randolph.
- Horace Mann School—"Child Growth," by Dr. Bayard Holmes.
- Bismarck School—"Practical Points About Writing English," by Professor J. Scott Clark, Northwestern University.
- Andersen School—"Huxley, Darwin and Pasteur," by Professor W. A. Loey, Northwestern University.
- Medill High School—"War Stories of Land and Sea" (illustrated), by Henry Barrett Chamberlin.

Hammond School—"Bacteria and Disease" (illustrated), by Dr. F. Eldredge Wynekoop.

Brentano School—"The French Revolution" (illustrated), by Professor Edouard Baillet, Northwestern University.

Adams School—"Consumption: Its Prevalence, Communicability and Prevention," by Dr. R. H. Babcock.

March 10—

Lake View High School—"Sympathy," by Dr. Walter Smith, Lake Forest University.

Robert Morris School—"Bismarck," by Dr. E. Benjamin Andrews.

McCosh School—"The Ascent of Mount Rainer" (illustrated), by Professor Charles Hill, Northwestern University.

George W. Curtis School—"War Stories of Land and Sea" (illustrated), by Henry Barrett Chamberlin.

Horace Mann School—"The Cost of Preventible Diseases," by Dr. Bayard Holmes.

Bismarck School—"A Trip to Hawaii" (illustrated), by Colonel Francis W. Parker.

Andersen School—"Bacteria and Disease" (illustrated), by Dr. E. F. Wynekoop,

Medill High School—"Hygiene of Infancy and Childhood," by Dr. Alfred C. Cotton.

Hammond School—"Imperial and Christian Rome" (illustrated), by Miss Josephine C. Locke.

Brentano School—"Food, Digestion, Assimilation and Their Relations to Life," by Dr. J. A. Wesener.

Adams School—"The Poetry of the Bible," by Dr. M. Bross Thomas, Northwestern University.

March 17—

Lake View High School—"War Stories of Land and Sea" (illustrated), by Henry Barrett Chamberlin.

Robert Morris School—"Purposes and Work of the Sanitary District of Chicago" (illustrated), by Isham Randolph.

Horace Mann School—"The Message of Greece to America" (illustrated), by Miss Josephine C. Locke.

Bismarck School—"Bacteria and Disease" (illustrated), by Dr. F. E. Wynekoop.

- Andersen School—"Alexander Hamilton and His Times," by Professor James A. James, Northwestern University.
- Medill High School—"The Poets of Nature from a Naturalist's Standpoint," by Professor James G. Needham, Lake Forest University.
- Brentano School—"The English Language," by Professor C. W. Pearson, Northwestern University.
- McCosh School—"The French Revolution" (illustrated), by Professor Edouard Baillet, Northwestern University.
- Adams School—"The Moon" (illustrated), by Professor Malcolm McNeill, Lake Forest University.
- March 23—  
Hammond School—"War Stories of Land and Sea" (illustrated), by Henry Barrett Chamberlin.
- March 24—  
Adams School—"War Stories of Land and Sea" (illustrated), by Henry Barrett Chamberlin.
- March 31—  
McCosh School—"War Stories of Land and Sea" (illustrated), by Henry Barrett Chamberlin.

#### THE EDUCATIONAL COMMISSION.

One of the most important educational events of the year has been the Report of the Educational Commission of the City of Chicago, published in December, 1898. This Commission was authorized by the City Council, December, 1897; appointed by the Mayor, January, 1898; approved by the Board of Education May, 1898. The Commission was composed of eleven members; three members of the City Council, two members and two ex-members of the Board of Education, the others private citizens. Correspondence was carried on with fifty prominent educators and several bodies of teachers.

The report covers a wide field in educational matters, and has attracted many favorable comments, a few of which are subjoined:

PRESIDENT DAVID STARR JORDAN, of the Leland Stanford, Jr., University—"I find myself in entire agreement with the spirit of the suggestions, and I believe that on such a basis it should be possible to bring the public schools of a large city to the highest grade of efficiency."

PRESIDENT DANIEL C. GILMAN, of the John Hopkins University—"It seems to me that the report is admirable. In minor points there might be slight differences of opinion, but in the main the plans proposed seem to me surprisingly good."

PROFESSOR NICHOLAS MURRAY BUTLER, Columbia University, editor of the *Educational Review*—"I can scarcely restrain my enthusiasm at the almost ideal nature of your report as it is outlined. The thoroughgoing way in which you have formulated the best ideas in city school administration is sure to prove of great benefit not only to Chicago but to many other cities of the country."

Again, in the review of the educational progress of the year at the Los Angeles session of the National Educational Association, Mr. Butler said:

"In my judgment the report of the Educational Commission of the City of Chicago is the most exhaustive and the most authoritative contribution that has been made to the literature of city school administration, and is the one quite indispensable book of reference on the subject. I regard its conclusions and recommendations as almost unassailable, whether viewed from the standpoint of theory or from that of practice. It is a model of painstaking study and of scientific method."

The bill appended to the report was rejected by the Legislature largely through misapprehensions touching its real purport. It was thought among other things to jeopardize teachers' tenure.

The tenure of office of good teachers cannot be made too firm, and if any additional safeguards are needed they should be embodied in law. The present rule of the Board (Section 55) declares that at the annual election "all special teachers, all principals and other teachers not appearing to have been

notified of unsatisfactory work during the preceding year, shall be declared elected for the ensuing year." The pension law provides that no teacher shall be discharged except upon written charges and trial by the Board.

#### PROFESSIONAL IMPROVEMENT.

A number of organizations exist among the teachers of the public schools for mutual benefit and improvement. Some of these are partly social and only partly professional. Some admit one sex only, some both. It is natural that these organizations should increase in numbers as the varied interests of the six thousand teachers of the city are specialized. These societies crystalize opinion, voice general and special views, draw closer the professional bond, advance the professional standard.

The district superintendents report frequent meetings of principals for consultation and study upon administrative work.

A very important organization, in some respects unique in the history of American schools, is the Council System, organized a year ago, which has in part won the recognition of the Board. This system is composed of a school council, the principal and teachers of each school; a district council, the superintendent of the district, the principal and one teacher from each school; a high school council of the same character as the district council; and a central council, composed of all the superintendents, supervisors and delegates from the high and district councils.

The possibilities of this organization for favorably influencing school work are very great. Acceptance of any decision, judgment or advice emanating from the organization is purely voluntary. The influence of any action by any of the councils depends upon the degree in which, by its intrinsic and obvious

value, it commends itself to the judgment of those concerned. The organization makes practicable and easy the consideration and discussion of important questions on the theory and practice of teaching, and on other matters in which teachers are interested. Every teacher is thus made a student of these problems. None can escape giving them some thought, and each has an opportunity for the expression of his thoughts in a way to stimulate many.

It would seem to me to be a marked improvement in this excellent organization were the procedure so changed as to permit principals to deliberate wholly by themselves and teachers wholly by themselves, like the Senate and House of Representatives in Congress, each side acting independently till it had matured its measure, which should then be sent to the other side for concurrence or modification. In case of dissident conclusions on the two sides a conference committee could be used as in Congress. A plan like this would allow both principals and teachers to debate and express themselves with a freedom too often lacking under the present system, and would thus insure immense weight to any resolution, recommendation or advice finally issuing from the Council.

A very large proportion of the teachers engage constantly in study calculated to improve them in their work. Many attend the afternoon and evening classes offered by the University of Chicago; others take university extension courses held in different parts of the city; still others gather in groups and study without instructors, and many study alone. This professional study is rapidly increasing.

In addition to the above exhibit, and partially in explanation of the same, I beg to submit the following valuable reports



handed me by my esteemed colleagues in the work of superintendence and supervision. To avoid unnecessary repetition upon subjects treated by two or more superintendents, a number of observations originally contained in these reports, have been, with slight change, incorporated in the preceding paragraphs. The reports thus drawn upon I have found extremely rich in all sorts of pedagogical suggestions, theoretical and practical.

Respectfully submitted,

E. BENJAMIN ANDREWS,  
Superintendent of Schools.

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REPORT OF THE ASSISTANT SUPERINTENDENT IN CHARGE  
OF THE HIGH SCHOOLS.

*Dr. E. Benjamin Andrews, Superintendent of Schools:*

In accordance with your directions, I have the honor to submit my eighth annual report, as Assistant Superintendent in charge of the High Schools, for the year ending June 23, 1899.

GENERAL RESUME.

The year just closed has been one of steady advancement, uninterrupted by any occurrence to mar the general prosperity. The principals have been attentive to duty, the teachers have been industrious and loyal, and the pupils, in a large measure, have shown an appreciation of the advantages afforded them. There have been no deaths and little sickness among the teachers. Fewer substitutes have been employed and at shorter intervals than usual.

Every effort has been put forth to limit the influence of the most disturbing element in the High Schools, viz: the sizes of the classes. While there are a few classes in such studies as advanced Greek, advanced German, advanced French, Geology and Astronomy, which obtain fewer pupils than the average number which we endeavor to maintain, there are many in Algebra, Elementary German, Physical Geography, Rhetoric and Geometry, with so large a number of pupils as to prevent the best instruction. Pupils entering the High School need

and have a right to expect individual assistance. The subjects of study being fewer, the lessons are necessarily longer and require concentrated attention; they are in some respects new; methods of instruction are different; the whole environment of the pupil is in contrast with his former experience. For these and other reasons the classes of the first year should not contain more than twenty-five or thirty pupils each. For lack of teachers and rooms we are compelled to organize these classes with fifty and sometimes sixty pupils, while the fourth-year classes, which could be reasonably well taught though numbering forty or fifty pupils each, often contain but twenty or thirty. In this way the average of thirty-five, which our regulations call for, is maintained, but to the great detriment of first-year pupils.

At the close of September there were 9,567 pupils in all the high schools and 257 teachers (not including principals, teachers of drawing, physical culture or music), which gives an average of thirty-seven pupils to each teacher. There is no force, however, to these statistics, because of the very wide range of numbers in the organization of the different classes. Were the average reduced to twenty-five there would still be classes containing forty or more pupils, while such an average to each teacher would require the employment of 125 more teachers, or one-third more than are at present employed.

Since there were 9,567 pupils at the end of September, and 7,845 at the end of June, or a loss of 1,722, which, with the average of twenty-five pupils to a class, would require the employment of sixty-nine teachers, I would earnestly recommend that during the early part of the year, while the classes are so large, some arrangements be made whereby substitute or student teachers may be employed at the salaries given to the experienced teachers for the first year. This would prevent the classes being too large, make the instruction more effective, and, I believe, materially lessen the per cent of failures and of those who fall out by the way.

#### PROGRAMME OF STUDY.

While the programme of study in the high schools has been changed from time to time during the last ten years, and each time for the better, I earnestly suggest still further modifications to meet the varying plans and varied talents of the just and reasonable demands of the public.

To entitle pupils to diplomas there should perhaps be certain constants in the programme of studies, but much wisdom should be displayed in the determination of these constants. All will admit that the study of the English language and its literature should be pursued by all, but whether algebra, plane geometry, a foreign language, a year of history, and some one science, or any of these, should be required of all is open to question.

Without debating this question at length, I urgently recommend that opportunity for the study of history be given in each year of the course, and that it be distributed in accordance with the suggestions of the American Historical Association, approved in their essence by the teachers of history in our High Schools. For the first year, ancient history, Grecian and Roman, including a brief study of the history of eastern nations; second year, mediæval and modern; third year, English; and fourth year, American history and civics. I also advocate some modifications of the Course in English to make it more attractive, effective and logical. Very few other changes are needed.

The nomenclature which should prevail is contained in the report of the Committee on "College Entrance Requirements," recently presented to the National Educational Association.

The programme of study should refer to all the subjects offered by the school, the curriculum to the special studies each pupil may be pursuing and the course of study to the quantity and quality of the work to be done in each subject. The National Committee presented courses in nearly all studies pursued in the High School, and it is hoped the high schools of the country will adopt them as National Norms.

The central thought of the report was an elastic programme, wide options in college entrance requirements, and the same kind of work for pupils in any study selected, whether such pupils are preparing for college or directly for the activities of life.

#### SALARIES.

In the arrangement of salaries teachers are separated into groups based upon experience, and while teachers are promoted or advanced regularly from year to year within the groups they are not supposed to be promoted from group to group except on merit.

Whenever a candidate who has passed a successful examination, and otherwise fulfilled the requirements of the Board of

Education, is recommended by the Superintendent for a position and is elected, such candidate, if without experience as a teacher, is given \$850.00 for the first year, \$900.00 for the second year, and an increase of \$75.00 a year thereafter until a maximum of \$1,200.00 is reached. Unless such teacher shows marked improvement from year to year and has superior merit as a teacher, he will not be promoted from this group.

The second group begins with \$1,200.00 and increases each year \$100.00 until the maximum of \$1,500.00 is reached.

Teachers who are elected to positions in the high schools of Chicago, who have had successful experience in other high schools of similar grade and character, are credited with a part of such experience, not always the same, as many circumstances enter as a factor into these decisions.

The first group begins with \$1,500.00 and increases \$100.00 a year until the maximum of \$2,000.00 is reached.

In this group are supposed to be only those teachers who have had large and uniformly successful experience, and who possess extraordinary merit both as disciplinarians and as instructors.

If the real purpose of these groups could be maintained, and teachers promoted on merit and on the recommendation alone of the Superintendent, the method would be practical and eminently just and fair. Some years ago an effort was made to regulate the number that should be allowed in the several groups, and it was proposed that there be one-fifth in the first group and two-fifths in each of the second and third groups, and that this ratio be maintained. The measure, which did not seem pedagogically fair, did not pass, and yet nearly this ratio has been maintained.

During the first year there have been 59, or 26.4 per cent, in the first group, with an average salary of \$1,818.64; 82, or 36.8 per cent, in the second group, with an average salary of \$1,391.46; and 83, or 36.8 per cent, in the third group, with an average salary of \$1,055.49.

The grouping of teachers of German, French and Drawing is somewhat different, although on the same general plan. There have been 22 teachers of German, with an average salary of \$1,281.82; 12 teachers of French, with an average salary of \$1,312.08, and 26 teachers of Drawing, with an average salary of \$1,115.00.

## ACCOMMODATIONS.

It is a source of much gratification that the recommendations which have been made for two or three years in regard to new buildings and increased accommodations are being gradually carried out as rapidly as funds and the proper care of the children in the elementary schools have permitted. The addition to the Lake View High School building was completed so as to allow admission of pupils in January. As a result the Blaine, the Greeley, and the Ravenswood elementary schools were greatly relieved, and the pupils of the Lake View High School, numbering over a thousand, were brought together for the first time in several years. It will now be absolutely necessary to maintain the district boundaries, in order that this school may not become congested at once, and the North Division High School decimated during the erection of its new building. The Board of Education, as well as the people of the North Side, are to be congratulated that this improvement, so long needed, is being pushed to a completion. The people of the district return thanks to every member of the Board who supported this measure. Special gratitude is expressed to Mr. Austin O. Sexton for his indefatigable efforts.

The important addition to the Englewood High was occupied a few weeks, and when the connection between the new and the old buildings is made, which will be for the purpose of supplying necessary laboratories, the people of this district will be amply supplied for a few years, and the Lewis building can be used exclusively for the elementary grades.

The Northwest Division High has also received an addition, which was much needed.

The improvements in the Lake High have been very beneficial and add greatly to the convenience of the pupils.

The most crying need now is a new building for the South Division High on the site recently purchased. This is the only solution of the problem that confronts us every year. The demand on the part of the people for the admission of their children to the Hyde Park High can be stayed only by giving to them in the vicinity of their homes a building and equipments commensurate with those of Hyde Park. There should be no delay in this matter as the needs are imperative.

The Calumet High will be accommodated when the addition to the Auburn Park school shall have been finished.

The Jefferson High has reached the limit of its accommodations, and the John Marshall building can no longer supply needs of both the elementary and the high school.

The strictest economy has been used in the support of the high schools. Neither the laboratories nor the libraries are sufficiently equipped. Maps, charts, reference books, are needed in every school. It is embarrassing constantly to veto requisitions from principals as we have been compelled to do. The maxim that what is worth doing at all is worth doing well, ought to be applied in the schools of the people in a great city like Chicago.

#### RESIGNATION OF JEREMIAH SLOCUM.

Jeremiah Slocum, who has been the able, efficient and popular principal of the South Division High School for more than a score of years, has resigned his position. Mr. Slocum has always been kind and affable, thoughtful of the interests of the pupils, and considerate of the teachers. Pupils and teachers have had the highest respect for him. A large number of South Side citizens, successful business men and heads of families, have been his pupils, with also their wives and their children. He will be greatly missed in his accustomed place, from which he voluntarily resigns, crowned with honors, respected and beloved. He has had a very successful career, and has been an educator whose unsullied character, valuable instruction and noble example have helped to give Chicago what is more important than material wealth—a moral and intelligent citizenship. May many years of pleasure, peace and plenty be his reward.

#### STUDY OF THE LANGUAGES.

There were 9,567 pupils in the several high schools at the close of September, 1898, a gain of 503 over the attendance of September, 1897. Of this number 500—a gain of 44, or 10 per cent—were in the English High and Manual Training School, leaving 9,067 in thirteen Academic High Schools.

Of this number, 6,333 or 70 per cent were studying Latin, a gain of 1 per cent over that of last year and 2 per cent over that of two years ago; 2,497 or 27 per cent, the same as last year, were studying German, and 1,548, or 17 per cent, a gain of 1 per cent, were taking French. The per cent studying Latin in the several high schools was as follows: Calumet, 81

per cent, a gain of 4 per cent; John Marshall, 80 per cent, a gain of 4 per cent over last year and 6 per cent in two years; Hyde Park, 78 per cent, the same as last year; South Chicago, 75 per cent, a gain of 8 per cent; Jefferson, 74 per cent, a gain of 4 per cent; Englewood, 71 per cent, a loss of 4 per cent over last year; West Division and Lake View, 69 per cent, a loss of 4 per cent for West Division and a gain of 2 per cent for Lake View; Lake, 67 per cent, a gain of 13 per cent over last year, 23 per cent in two years and 31 per cent in three years; Joseph Medill, 67 per cent, a gain of 6 per cent; Northwest Division, 64 per cent, a loss of 1 per cent; South Division, 64 per cent, same as last year; North Division, 50 per cent, a loss of 3 per cent over last year and 5 per cent in two years.

Of the three foreign languages, Latin has gained 1 per cent, German remains the same and French has gained 1 per cent. There have been only 225 studying Greek, a loss of 125, or over 37 per cent over last year. This is quite inexplicable, and we shall look for better things in regard to this invaluable language.

#### PER CENT OF LOSS OF PUPILS DURING THE YEAR.

Of the 4,241 pupils who entered the first year class in September 3,261, or 77 per cent, remained throughout the year, a loss of 2 per cent over last year. The first year diminished 23 per cent.

In all the high schools at the end of September there were 9,567 pupils and at the end of June 7,845, or 82 per cent of the number entering at the beginning of the year. This is 1 per cent greater loss than in 1898-9. There were 503 more in September, 1898, than in September, 1897, and 323 more in June, 1899, than in June, 1898.

The loss in all the schools for the year was 18 per cent, while the first year lost 23 per cent and the second year 20 per cent, the third year lost but 12 per cent, the same as last year, and the fourth year but 3 per cent, a gain of 4 per cent over last year.

Of the separate schools the Northwest Division lost the largest ratio, or 23 per cent of its pupils, which is 2 per cent more than last year; the Englewood lost 21 per cent, 1 per cent more than last year; the Calumet and Hyde Park each lost 30 per cent, which is 7 per cent more for Calumet and 4 per cent more for Hyde Park; the Lake and the John Marshall each lost

18 per cent, the exact average of all the schools, which is 3 per cent more for Lake and 1 per cent more for the John Marshall than last year; the Lake View, North Division, South Division and Joseph Medill each lost 17 per cent, which is the same for Lake View, 3 per cent less for the North and South Divisions, and 8 per cent more for the Medill than last year. The Hyde Park lost 17 per cent, 1 per cent more than last year; the English High and the South Chicago each lost 16 per cent, which is 1 per cent more for the English High and 6 per cent less for South Chicago than last year; the West Division lost 13 per cent, 1 per cent less than last year; the Jefferson, as usual, lost the least, only 2 per cent.

Four schools lost more than the average, eight lost less, and two the same as the average. The schools having a very noticeable increase in attendance over last year are the Joseph Medill, with an increase of 33 per cent; Calumet, 27 per cent; the Marshall, 24 per cent; Lake View, 11 per cent; the English High, 10 per cent, and the Northwest Division, 9 per cent.

#### ADDITIONAL MANUAL TRAINING SCHOOLS AND A COMMERCIAL HIGH SCHOOL.

The recommendations I have previously made I desire to reiterate:

When the new North Division High School has been completed the old buildings should be rearranged for an elementary school, and the old Franklin School buildings used for a North Side English High and Manual Training School. The site is ideal, the demand urgent, and the time opportune.

As soon as convenient, a new high school should be erected on the South Side on the lot purchased a year ago, and the present South Division High remodeled for a South Side English High and Manual Training School.

The same or similar conditions prevail as on the North Side, and the people, I am sure, would welcome these schools as hopeful for the retention of boys.

#### A COMMERCIAL HIGH SCHOOL.

Equal, if not superior, to the demands for these two schools is the establishment of a Central Commercial High School, well



equipped and thoroughly furnished for an education, not business in name, but in fact. It should not be a school where simply bookkeeping, stenography, typewriting and telegraphy may be taught to prepare our boys for clerkships, but a school where opportunities should be offered for science, mathematics, commercial geography, commercial law, banking, the history of transportation, industrial chemistry, political economy, civics, and the modern languages. A full four years' course should be offered, equal in its informational and disciplinary value with any high school programme. Chicago needs it, and Chicago is equal to her needs.

#### GRADUATING CLASS.

It is well demonstrated in the City of Chicago, and I believe the same facts prevail in other places where the graded system is as excellent as here, that, on the average, pupils lose one year in passing from the first through the eighth grade. There are many who enter school at six years of age and complete the course at fourteen—indeed, some at thirteen, and even at twelve; but a large number who enter the high school are sixteen years old.

For five years the following averages have prevailed: The class which graduated in 1895, numbering 794, entered at an average age of fifteen years and three months. The class of 1896, numbering 888, entered at an average age of fifteen years and one month; the class of 1897, numbering 1,014, entered at an average of fourteen years and ten months; the class of 1898, numbering 1,172, entered at an average age of fifteen years, and the present class, graduated June, 1899, numbering 1,160, entered at an average age of fifteen years. In the five years there has been a total variation of five months. The highest age was fifteen years and three months, in 1895; and the lowest, fourteen years and ten months, in 1897.

The following are the averages of entering and graduating of each school: At the Calumet High School the class averaged fifteen years and five months on entering, and nineteen years and three months at graduation. At the Hyde Park, South Division and English High, the classes average fifteen years and two months on entering, and nineteen years at graduation. At the Jefferson and the John Marshall the classes averaged fifteen years and one month on entering, and eighteen years

and eleven months at graduation. These six classes were about the average at the time of admission.

At the Lake View, West Division, South Chicago and North Division, the average age on entering was fourteen years and ten months, and eighteen years and eight months at graduation. At the Englewood and the Joseph Medill, the average age on entering was fourteen years and nine months, and eighteen years and seven months at graduation. At the Northwest Division and the Lake High, the average age on entering was fourteen years and six months, and at graduation, eighteen years and four months. These eight classes were a little below the average. The youngest pupil who graduated was Miss Hedwig Loeb, of the North Division High, who was fifteen years and eleven months old, or but eleven months older than the average age of the entire number at the time of their admission four years ago.

#### PER CENT OF GRADUATES.

In June, 1895, 794 graduated. In June, 1896, 888. In June, 1897, 1,014. In June, 1898, 1,172. In June, 1899, 1,160. The increase has been from 12 to 15 per cent for the last five years until the present year.

In September, 1895, there were 3,574 pupils in the first year class. In June, 1899, four years later, 1,160, or a little more than 32 per cent graduated. In June, 1895, 34 per cent of those entering four years before graduated; in June, 1896, 36 per cent; in June, 1897, 42 per cent; in June, 1898, 38 per cent; in June, 1899, 52 per cent.

The graduating class consists of 307 boys and 853 girls, or some over 26 per cent boys and a little less than 74 per cent girls. In 1897 there were 27 per cent boys; in 1898, 28 per cent, and this year 26 per cent, a loss of 2 per cent over last year.

The two schools graduating the largest per cent of boys are the Lake View and the Englewood, each 30 per cent. The Joseph Medill graduates 23 per cent boys; the Hyde Park, the South Division, the Jefferson and the John Marshall, each 22 per cent; the North Division, the Lake and the South Chicago, each 19 per cent; the Calumet, 17 per cent, while last year 50 per cent from this school were boys; the West Division graduates but 15 per cent boys this year, and the Northwest Division

but 12 per cent. Twenty-one per cent of all the boys who graduated were from the English High and Manual Training School.

#### TO ENTER COLLEGE.

Of the class which graduated in 1896 21 per cent expected to enter college; in 1897, 243, or 24 per cent; in 1898, 297, or 25 per cent, and in the present class 281, or 24 per cent. It is safe to say that of the pupils who complete the eighth grade about 60 per cent enter the High School, of which number about 40 per cent graduate, and of those that graduate about 25 per cent enter upon a college education.

In other words, of 5,000 who complete the common schools, about 3,000 will enter the High Schools, about 1,200 will graduate, and about 300 will continue their education in college.

It would be interesting to know how the careers of those 300 twenty years later would compare with that of the 4,700 who left school at the end of the eighth grade. There were eleven colleges represented among the 36 of the Englewood High who proposed to receive a college education.

In the different schools, 40 per cent of those who graduated from the Jefferson High signify an intention to go to college; English High, 36 per cent; Hyde Park, 33 per cent; Lake View and Englewood, each 32 per cent; Calumet, 30 per cent; South Chicago, 26 per cent; North Division, 20 per cent; John Marshall, 18 per cent; West Division, 17 per cent; South Division, 15 per cent; Northwest and Lake, each 13 per cent, and Joseph Medill, 12 1-2 per cent. Eight schools send more than the average number.

#### DESIRE TO TEACH.

Five hundred and seventy-nine or 50 per cent of the present graduating class express a desire to teach. This is an increase of 7 per cent over last year, when 43 per cent had the same hopes. When the Normal School course shall be increased to two years the per cent of those who will choose to teach will probably be less, and the talent and the preparation of those who do teach will be proportionately greater.

The 26 per cent who will neither teach nor enter college have expressed an intention to enter the Art Institute, business

schools, to study music, law, medicine, or are undecided. More than 90 per cent, however, have definite plans.

In June, 1895, 5,453 graduated from the grammar schools and 1,160, or 21 per cent, graduated from the high schools four years later. In 1895 and 1896, 23 per cent of those leaving the grammar schools four years before graduated from the high schools. In 1897, 25 per cent; in 1898, 24 per cent, and in 1899, 21 per cent.

Fifty-eight per cent of those who completed the grammar school course in June, 1898, entered the high schools in September, a loss of but 1 per cent over a year ago.

#### THE HIGH SCHOOL TEACHERS' ASSOCIATION.

Through the courtesy of Mr. F. L. Morse, Secretary, I present the following report of the Chicago High School Association for the year just closed:

The High School Teachers' Association continues to be an important and a successful factor in the elevation and unification of the work of the high schools. The influence of its meetings upon the methods and character of the secondary instructions is wide, helpful and constantly increasing. The general meetings have been devoted to questions of scholarship rather than questions of method. Doubtful questions of school administration and school politics have been rigidly excluded from the programmes and discussions.

The topics and speeches of the general meetings were:

"Greek Nationalism and Home Rule in the IVth Century, B. C.," Dr. E. B. Andrews, Superintendent Chicago Schools.

"The Higher Mission of Contemporary English Poetry," Dr. F. W. Gunsaulus, President Armour Institute of Technology.

"Some Educational Problems of Awakening China," Dr. Edward H. Eaton, President of Beloit College.

"Is Psychology a Fad or a Factor in High School Work?" Professor C. H. Thurber, University of Chicago.

"Public Secondary Education in England," Mr. A. E. Bernays, sometime Inspector of Her Majesty's Schools.

Over forty departmental meetings have been held. The fundamental idea of these meetings has been to get each teacher to contribute his or her best thought and experience for the good of all. The reports show that this idea has been well

worked out. The teachers have been stimulated and helped to renewed interest and activity. They have thus helped themselves to keep out of the narrow pedagogical rut, so fatal to educational progress.

CONCLUSION.

I desire to acknowledge the uniform courtesy and valuable counsels of the Superintendent during the year, to thank the principals for their ready co-operation, the teachers for their fidelity and industry, and the general public for many repeated assurances of their confidence and esteem.

Respectfully submitted,

A. F. NIGHTINGALE,

Assistant Superintendent in Charge of High Schools.

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REPORT OF DISTRICT SUPERINTENDENT ALFRED KIRK,

IN CHARGE OF DISTRICT NO. 1.

*Dr. E. Benjamin Andrews, Superintendent of Schools :*

Pursuant to your instruction, I have the honor to submit to you my report upon the condition of the schools of District No. 1. For the most part, the schools have made satisfactory progress.

During the year there have been held nine meetings of the principals of the District, under the direction of the District Superintendent, for the discussion of methods of instruction and management. At these the trend of thought has been toward constructive work; the development in the pupil of a power to initiate his own activity, and to give it various forms of expression; material construction; thought construction in drawing and composition. The aim is ability to see things and to make a record of the same in speech and action. The closer the relation of all modes of expression the greater becomes the pupil's power to think and produce.

Permit me to append the following report of the principals of the District, appointed in the latter part of the year 1897-98, and composed of George W. Davis, chairman; Charles D.

Lowry, Agnes M. Hardine, H. Amelia K. Bryant, Cephas H. Leach, Adelaide E. Jordan, Homer Bevans, Lizzie T. Hart, Cora E. Lewis and Austin C. Rishel.

REPORT OF COMMITTEE ON INVENTIVE AND CONSTRUCTIVE WORK  
IN SCHOOLS.

“By constructive work is meant the organic action that upbuilds life—organic action that is promoted only when proper conditions exist which nourish and produce energy. Such conditions, to produce healthful organic action, are physical—as pure air, restful sleep, proper clothing, nourishing food, and free motor activity; and mental—as proper intellectual stimuli, relations constrained only by social needs, and sympathetic, intelligent help, with almost perfect freedom to select from the environment such subject and such material as the organism demands. These must be selected by the child from his present and near environment. Arbitrary or unnaturally forced centralizing about particular subjects tends to subordinate the child to the subjects, and to substitute the means and material of organic action for the end of such action. So courses of work, elaborate outlines specializing as to tonic subject or quantity, are not desirable; they tend to restrict the teacher, to promote formal, dead uniformity, rather than creative or inventive life.

“The function of the teachers is to assist the child in securing a fine adjustment of the material upon which the organism works to *attain* its growth to the activities most alive at different periods of growth. This necessitates persistent scientific child study by the teacher, combined with a ready knowledge of the usual elements of children's environments that press in upon their being.

“Inventive constructive work is promoted in such proportion as the content with which the child deals, interests and possesses him, because this content furnishes the impelling motive for his activities. Lack of opportunity to take the initiative in observing, selecting and acting is followed by lack of power to initiate. Rigid courses of work assume an equality, a sameness, in class and school that does not exist, and compel the teacher and pupil to act upon material that may be far out of his environment, and as foreign to his free selection and needs as may be.

“The school should give opportunity for the cultivation of

the child in his social nature, in his artistic nature, and along the lines of his scientific tendencies, and all others that make for healthful organic growth. Diversities of taste, special aptitudes, choice of means should receive due consideration. The dull as well as the bright should have the right of choice. Restraint and imitation have their rightful places demanded by the necessities of social organization, but no barrier should interfere with true image-making. Promote clear seeing; let every image be formed by natural, symmetrical growth, permitting no distortion by undue emphasis of any element of an image.

“Every pupil should form his own image, as, indeed, he must; but its elements must not be thrust upon him in such a manner as to load his mind with an unorganized and assimilated mass. Clear image-making, positive impressions, demand corresponding expression, which intensifies the impression, and this, expressed again in a different mode, adds to its completeness; each adds and reacts upon the other. The school should furnish all possible means for *varied* expression, so necessary to clear imagining; for the more ways in which a child can express an image and the wider the range of expression, the richer and clearer becomes the thought content.

“As the individual should be free in forming his image, so he should be free in expressing it. This expression may not be perfect, but the teacher should remember that the appreciable is always deeper than the describable; also, that no value should be given to any expression that lacks appreciation. On the other hand, every encouragement should be given for all modes of expression, with pen and pencil, with crayon, color and brush; with mouth and eyes, face and body; with clay and sand, with putty and pulp; with scissors and knife, saw and plane, and with any and all tools and possessions he may be able to utilize. If there be limitations—as there must be—let the means of expression be such as give the widest scope to motor activity.

“Inventive constructive work, handicraft, art, widens the range of expression, and thus extends and intensifies images; it promotes motor and sensory activities; it permits more progressive individual growth; it begins in and extends from the present and known environment, ever returning to and enriching that environment, and thus embracing all subjects of thought. It may form a basis for all the old formal school work

in reading, writing, spelling, arithmetic, history, etc., since they are *aids* and will be subordinated *as* such rather than be given undue prominence as the chief end of organic action. Exactness and all that power of the mind that the study of mathematics promotes may be secured incidentally, but really, in the construction of a box, the sawing of a board, the making of scientific apparatus, and, if properly directed, in all the constructive work requiring drawing and the use of tools. We wish to add to the mind power, and the means of securing that addition should be of secondary importance, and must be different in different cases.

"It would not be in harmony with the creed of this report to specialize or outline a course of inventive work. No list can be more than suggestive to the true teacher. The prescription must be made out by the physician in accordance with his diagnosis of the case. Quacks have this one course of treatment for all cases. We would recommend that each teacher make a study of how to widen the way for opportunities for varied expression and for developing free physical, emotional and intellectual life. Let an intelligent professional diagnosis of the cases be made. And then let such conditions of growth, such environment, such stimulation be given as are best suited to each case."

The general suggestive list of subjects for constructive work is as follows:

Constructive work is expected to enrich the whole range of academic work and give free play for the inventive side of the pupil, and thereby promote his self-activity.

Grade institutes have been regularly held throughout the year, in which teachers have manifested an active interest, discussing in an earnest and intelligent manner wholesome and progressive methods of instruction and discipline. The aim in these meetings was to enlist the teachers to study the child and his school or social environment methods adapted to his needs and such means as will secure his development. The teachers have responded to this demand in a most gratifying manner.

As a rule the number of pupils allotted to a teacher is much too large. It implies great power and almost an infinity of resources to take charge of, and teach in an acceptable way, fifty or sixty children whose home training is so varied.

For what is praiseworthy in the school work in District No. 1, I ascribe great credit to the principals and teachers. I



accord them high praise for they are a loyal band of endeavorers, loyal primarily to the interests of their schools, loyal to an advanced educational doctrine, loyal to themselves in a common aim to establish and spread fundamental methods of school policy, loyal to the school administration in a settled purpose to hold up the hands of those to whom are committed more general interests. To them I courteously extend the acknowledgment of my obligation in matters of administration, for without their assistance I should have toiled in vain. Permit me to make mention of your own kindness and courtesy to me during the year. I would also express my thanks to the Board of Education for the recognition of what may have been found good in my own work and for the mantle of charity cast over what has been weak in the administration of my office.

Respectfully submitted,

ALFRED KIRK,  
Superintendent District No. 1.

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#### REPORT OF DISTRICT SUPERINTENDENT ALBERT G. LANE.

IN CHARGE OF DISTRICT NO. 3.

*Dr. E. Benj. Andrews, Superintendent of Schools:*

DEAR SIR—"The working capacities to be trained from infancy and more technically at school are: First, the senses to perceive; second, the mind to receive, store and evoke ideals; third, the hand to execute a concept; fourth the handling and maneuvering of the instruments which extend and enlarge the operations of the hand and of the senses; fifth, the co-ordination and alternate subordination of the senses in the acts of perception and execution."

Eleven of the twenty-five schools in District No. 3 have kindergartens. The principles underlying kindergarten instruction are valuable for effective work in the first grade.

Many of the occupations and plays in the kindergartens are equally applicable in the first and second grades. The various kindergarten gifts open ways of active employment which enables children to express their ideas in concrete form. The ideas they seek to express relate to their own home life, or be-

long to the life, habits, homes and surroundings of other children, or of living things.

Properly to relate every part of the kindergarten work day after day, so that there are continuity of thought and a progressive development of power in the execution or expression of the thought, requires great skill and an intimate knowledge of children's capacity to receive, interpret and execute. Many of the plays and employments of the kindergarten become as formal to some children as reading, writing or routine work become to some of the upper grades.

To vitalize instruction in every grade, it is necessary that children should find in everything they do a way to approach their ideals, that they should have right motives for all action, and that interest should inspire voluntary effort.

All first primary teachers need a knowledge of the kindergarten principles in training, and all kindergarteners should know something of the first grade work, in order to bring the kindergarten and primary work into proper relations to our educational system. To effect this result in the schools, conferences between kindergarten and first grade teachers of certain schools have been held.

Persistent and continuous efforts have been made to lead children to quick and accurate observation of things, actions, forms, relations, qualities and uses, and to cultivate the expression of their thoughts in such language as they can command, before asking for written forms of expressions.

Incidents occurring in the home, on the street, among their playmates; things seen in the stores, in pictures, or that have been learned from home readings or conversations, have been made the basis of language lessons.

After some power of oral expression has been developed and children have learned to write, written statements of their thoughts have been placed on the blackboard or paper, giving the teacher an opportunity to aid the child in developing and expressing his thought, in securing correct spelling, punctuation and right forms of expression.

When all conditions open the way for children to have clear ideas, some form of expression will surely follow.

The reading is related to the children's work and written sentences are presented so as to express ideas closely related to the child's own thought. Thus symbols are recognized and executed as a means of expressing thought. If forms are not

crowded faster than the child can use them in expressing his thought, the keenest interest is maintained and normal mental growth follows. When symbols are forced upon the child's attention before he can appropriate them and properly associate them, the laws of true mental growth have been violated and words are memorized without a knowledge of their meaning and use.

Constant and continued efforts have been made to teach reading so that the printed or written pages will reveal thoughts and ideas. Pupils have been trained to listen very attentively to what the teacher reads aloud, and to reproduce the thoughts; to reproduce in written form that which the teacher has written on the blackboard and then erased after pupils have carefully scanned it to obtain the thoughts. They have been required to read selections silently and to restate them in their own language. These methods, when judiciously used, have greatly aided pupils in getting and giving thought.

Expression must be determined by the thought. Emotions guide the expression and give intensity. Tones of voice, movements of body and facial expression all assist in interpreting ideas. To secure a natural expression, good reading and correct spelling, there must be a constant effort to make all conditions arouse thought, to give every sound that belongs to a word, to cultivate pure musical tones, to let the voice and body indicate emotions and sentiments. Efforts are being made to attain these results.

Excellent penmanship, whether vertical or slant, can be secured only by continuously correct work. A habit must be formed in executing exact forms with reasonable speed. It has been demonstrated that when the written work placed on the blackboard by the teacher is executed accurately with reasonable speed and for the purpose of controlling the child's thought, and the children are immediately called upon to execute the same or similar expressions of thought, they promptly imitate the form of the sentence constructed, the form of letters and the matter of execution. If these are correct they become good writers. Experiments have been made during the year in several schools where special instruction in penmanship was given in the intermediate grades. Speed in execution was greatly increased, the letters were correctly made and good penmanship was secured.

Construction work has received limited attention, and has

been restricted to things which were essentially related to other work. Working drawings have been made whenever practicable. Free hand drawing has been used as a language in connection with daily exercises. Colored crayons for blackboard and Manila paper, charcoal, pencil, pen and ink, and water colors have been used. Constant effort is made to relate closely drawing to the other studies. The special teachers have heartily co-operated.

Emphasis has been placed upon selecting library books adapted to the different grades, and retaining books in the rooms, and thereby creating room or grade libraries. Reference readings in history and geography, carefully selected by the teacher, have added greatly to the interest in these studies, and have enabled the teachers to correlate more closely the two subjects.

The last half hours of the morning and afternoon sessions have been set apart in some schools as the "reading time." Pupils who are not in recitations are permitted to select any book from the room library, any magazine or paper secured by contributions or otherwise, and to read it either at his seat or at the library table. Reading habits are thus formed and libraries made effective educational aids.

After conferences with the principals and eighth grade teachers, it was decided to finish the allotted work of the eighth grade by May 1st, so that May and June could be given to a general review of all studies. As geography was finished in the sixth grade, and pupils had forgotten much, a careful review was made with reference to its relation to the study of physiography in the ninth grade; it was also brought into close relation to the reviews in history. Commercial geography received merited attention.

Reviews in arithmetic and algebra, in the analysis of sentences, and the special study of the office, relations, the derivation, meaning and spelling of words have made the closing work in the elementary schools very valuable as a preparation for secondary school work or for business occupations.

Seven schools have secured stereopticons and have become members of a Projection Club, which gives them access to many sets of slides, illustrating literature, art, science, geography, history and travel. These pictures and short lectures are very attractive and instructive to children. Parents' receptions have been held, and the people have also been entertained and instructed by illustrated lectures, thus making the school-house the center of intellectual culture in the community.

The principals and teachers have loyally devoted themselves to the education and training of the children and have heartily co-operated in every effort of the Superintendent to make the schools effective.

Respectfully submitted,

ALBERT G. LANE,  
District Superintendent.

REPORT OF DISTRICT SUPERINTENDENT E. C. DELANO,  
IN CHARGE OF DISTRICT NO. 4.

*E. Benj. Andrews, Superintendent of Public Schools:*

DEAR SIR—In accordance with your request I submit the following brief report:

The territory embraced in District No. 4 lies between Kinzie and Twelfth streets, the western boundary of the city between Twelfth and Kinzie streets, and the South Branch of the Chicago River. The Montefiore School, north of Kinzie Street, and the Victor F. Lawson, south of Twelfth Street, are included in the Fourth District.

Your attention is called to the following statistical information:

Number of high schools in the district.....	2
Number of elementary schools in the district.....	26
Number of kindergarten schools in the district.....	8
Number of pupils at the close of the year.....	21,884
Number of pupils in first grade.....	4,096
Number of pupils in second grade.....	3,435
Number of pupils in third grade.....	3,358
Number of pupils in fourth grade.....	2,771
Number of pupils in fifth grade.....	2,732
Number of pupils in sixth grade.....	2,222
Number of pupils in seventh grade.....	1,552
Number of pupils in eighth grade.....	1,218
Number of pupils in half-day divisions.....	1,833
Per cent of attendance for the year....	94.1
Number of elementary teachers, including principals.....	584
Number of rooms owned by the city.....	480
Number of rooms in rented buildings.....	18

All the schoolhouses of the District are in good condition except the Polk street building, which will soon be superseded by a much more commodious edifice situated nearer the center of the district. The new struc-

ture will not only afford superior accommodations to the pupils of the District, but it will also appreciably relieve an overcrowded school of an adjoining District.

In the eastern and central portions of the Fourth District, school population is no longer increasing with the rapidity of former years. In a few eastern districts the movement appears to be slightly retrogressive. West of the center the increase is rapid and continuous. The membership of the Tennyson, John Marshall, Sumner and Tilton Schools has passed beyond the original capacity of their buildings, and is still increasing. The pupils of those schools are in part accommodated in space not intended for the instruction of children, and in rented rooms more or less unhygienic and in other respects unfitted for effective school work. The John Marshall more than any other school in the District, on account of its rapidly growing high school department, needs additional room. Doubtless the best method of relieving the congested condition of this school is to erect on the adjoining lot, the property of the city, a building for the exclusive use of the high school department. The elementary department of the school could then be fully accommodated in the existing structure.

The pupils, present and prospective, of the Tilton School need larger and better accommodations. The purchase of two lots adjoining the present site on the east, and the erection of an eight or ten room building, with an assembly hall, would vacate basement rooms wholly unfitted to be used as class rooms, and provide for the rapidly increasing number of children in the south part of the District.

The Fourth District contains eight kindergartens, the teachers of which are doing excellent work. The demand for schools of this character is urgent and increasing. There is unanimity among principals regarding the desirability and necessity of the work of the kindergarten, and the hope is frequently expressed that the time is not distant when the improved financial condition of the city will enable every school to possess this extremely useful department of elementary instruction. The utility of existing kindergartens might be doubled, or very largely increased, by an afternoon session to be attended by an entirely different group of children. Admitting the superiority of the morning session for younger as well as older pupils, I am convinced that an afternoon session would be in a high degree beneficial.

Constructive or hand work formed a prominent feature in the exercises of the schools of the District during the year. An exhibition of such work in June at the Calhoun School called forth many expressions of approval and appreciation from all who carefully observed it. I have been assured by principals and teachers that notwithstanding the great extent and variety of the work exhibited, excessive time was not devoted to it, and that

attention to the essential branches of study prescribed by the course of instruction was not injuriously diminished. It appears to be conceded by teachers most deeply interested in the manual work of pupils that through its quickening effect on the mind, especially in inducing keener observation and closer and more continuous attention, scholastic progress has been more rapid, thorough and satisfactory.

The educational value of hand work in immediate connection with ordinary school work, one may safely affirm, is universally admitted. The Board of Education of Chicago has fully recognized this value by establishing an excellent system of handwork for the upper grades of its elementary schools, but for similar constructive work in the lower elementary grades no systematic provision has been made. No adequate facilities exist. The desired facilities for enlarged, improved and more effective handwork in the primary grades could be supplied by furnishing with inexpensive benches and tools some unused basement space or room in every school, into which teachers having a taste for handwork could take classes at stated periods for the performance of such work under more effective supervision than could be given in the ordinary schoolroom. Much benefit, no doubt, has been derived from the more or less desultory way in which the construction work of the year has been executed, but results far more desirable and important are possible. To achieve the best results, the grade teachers should receive from the teachers in charge of the manual training centers instruction corresponding to that received from other specialists and the District Superintendents.

It is gratifying to be able to report that the work prescribed by the course of study is becoming more efficiently performed because performed in accordance with the laws of mental action and growth. Not merely the importance, but the necessity of self activity to mental development is now generally recognized. Aims and methods of instruction have greatly changed and improved through the possession of increased and increasing psychological knowledge. The desire for professional improvement on the part of teachers has been most satisfactorily shown by regular and interested attendance at grade meetings and by the regular pursuit of pedagogic, literary, historical and scientific studies having an important bearing on the work of the school room. This enthusiasm displayed by many teachers, in more thoroughly and rationally preparing for their work, is one of the most hopeful and encouraging signs of genuine progress. Let it not be supposed that all the teachers of the District have risen to this higher plane of professional endeavor. There are exceptions, but those who form the exceptions have not been entirely stationary amid the general progress.

It seems impossible to overvalue the importance of attention as a

factor in the production of good scholarship. Doubtless, much of what is called poor scholarship in our schools may be correctly attributed to defective attention on the part of pupils. It seems far from being exaggeration to say that the fundamental difference between the bright, progressive pupil and the laggard is largely due to inattention, to lack of concentration on the part of the latter. For the existence of this serious mental defect, whose deleterious influence is perceptible in every form of mental activity, the teacher must be considered in no small measure responsible. In many school rooms a most gratifying change is apparent. By the adoption of suitable disciplinary exercises the attention of pupils has been so largely developed that memory has been perceptibly strengthened, observation sharpened, and scholarship appreciably improved.

In the opinion of several principals and of many grade teachers the elementary course of study is far too extensive, and the authorized text books are not entirely satisfactory. The enrichment of the elementary school curriculum made a few years ago by the introduction of algebra, English history and Latin has failed in some respects to meet the expectations of many who desired a broader field of work than was afforded by the so-called three R's and their usual accompaniments. High School principals and teachers are not wanting who assert, after long experience and careful observation, that there is no better equipment for successful High School work by the graduates of our elementary schools than a thorough knowledge of those branches long considered the fundamentals of a common school education, together with the mental discipline that the acquisition of such knowledge invariably secures. Should the study of Latin be eliminated from the grades in which it is pursued, there is little doubt that the preparation for the High School would be as efficient as it is to-day. The study of English history in the elementary schools seems to be universally approved, but the text book in which it is studied is as universally condemned because of its lack of adaptation to the capacity of those who use it. Could a book as admirable as Green's Shorter Course but far less extensive, be substituted for it, no study would be pursued with greater enthusiasm by the teacher or the taught.

The utility of the Normal School with its accompanying cadet system is becoming yearly more apparent through the increasing efficiency of the great majority of its graduates who enter the schools as teachers. There is no necessity now, as in former times, for the young teacher to spend the first years of her pedagogical life with knowledge of mind so small, with educational aims and purposes so low, and educational methods so crude that the most valuable years of the child's school life are practically wasted. With broader and deeper knowledge, with higher and nobler aims, with methods based on psychological laws clearly understood,



she begins her work with so large a measure of success as to elicit high commendation from the principal with whom she is associated.

The elementary educational field in Chicago is an attractive one if judged by the increasing number of young women seeking to enter it. This fact not only justifies the recent extension of the Normal School course, but also suggests a superior scholarship as a requisite for admission to the school.

The year just closed witnessed a somewhat extended effort in the schools of the District to introduce the departmental system of instruction. In regard to the merits of the departmental system the testimony of principals and teachers is not unanimous. The consensus of opinion is unmistakably in favor of giving the revival of a practice not unknown in former times a fair trial. The system obviously possesses some advantages. The same is true of the system which it purposes to supersede, to which many good teachers are so ardently attached that they cannot readily and cheerfully relinquish it. Nothing, they affirm, so surely neutralizes the character-forming influence which it is the highest function of the teacher to exert, as the temporary transfer of the pupils to the care of another. The system, however, is gradually winning the approval of an increasing number of teachers in the district, and the experience of another year may show results which will satisfactorily demonstrate its utility. So far no attempt has been made to extend the departmental system to the primary grades.

In assigning and transferring teachers an effort was almost invariably made to confer with principals prior to such action. Such conference generally proved advantageous, both to the school and to the teacher most deeply concerned in the change. While it may not be practicable for a principal to select his assistants, although he is held responsible for the school of which he is the head, it is obviously expedient that he should be permitted to hold what may not be inaptly termed the balance of power in making changes in his corps of teachers by transfer or assignment.

I bear willing testimony to the zeal, fidelity, consecration and progressiveness of the great majority of the teachers of the District.

Respectfully submitted,

EDWARD C. DELANO,  
Superintendent District No. 4.

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## REPORT OF DISTRICT SUPERINTENDENT ALBERT R. SABIN.

IN CHARGE OF DISTRICT NO. 5.

*Dr. E. Benjamin Andrews, Superintendent of Schools:*

The school year of 1898-99 has been one of progress in school work. In a major portion of my district the language of the home is not the

language of the school. Here as elsewhere success in language conditions success in every other acquisition. The language of the school is the language of the State, and is quite as essential to the school as to the State. This absence of language with which to carry forward school work is a well defined need. It takes eight years to meet it adequately. The school that does the work outlined in the graded course, and in addition some equivalent for the work done for and by the child in the English speaking home, must have a school administration all its own. It follows that wisely directed effort in school administration may differ widely, materially and essentially in different districts or sections of our city.

The year marks an era of progress in two especially important essentials of school effort, school decoration and manual construction work. The impulse to make beautiful our school rooms would seem to indicate a recognition of the fact that the beauty, which would indeed be a joy for ever, must be a joy for all. The "for all" includes South Halsted street as well as Ashland boulevard. Ruskin says that the beginning of art is making beautiful one's city and its people. If we may not hope for a beautiful life wholly apart from some joy of the beautiful the path we have entered upon should, in the near future, broaden into a recognized way. Again, art that is fine is the joint product of the hand, the head and the heart, and thus is typical of the training the school should afford. Beautiful things must be placed somewhere. Why should the schools remain barbarian by reason of their absence?

Knowledge, according to Leibnitz, is intuitive or symbolical. All construction work, for its justification in the schools, must be in the interest of intuitive knowing. Man does not live by bread alone, but if he did, would there not be all the more reason for trying at least to improve the quality of the bread? The three R's have long stood for the bread of school life. They still have a place in the graded course. Their tenure is abiding. They are not neglected. If we devote less time to them than formerly it is because they demand less. We have improved the quality of the bread by better intuitive knowing. In the good old times when the three R's prevailed mightily, the reading, writing and spelling of words was the reading, writing and spelling of so many symbols. The intuitive knowing that should have been cared for in anticipation of the symbols was among the lessons "never learned at school." By the old symbol teaching of arithmetic a year was devoted to each of the subjects, common fractions, decimals and percentage. Because the symbols were different they were supposed to be three subjects rather than one. Two-thirds of the time formerly devoted to a symbol classification of topics in arithmetic is now saved, and the result is all the better for it.

All constructive work is art work, the joint product of hand and head.

Much has been accomplished in this department of doing by way of school decoration. Many individual pupils have shown evidence of ingenuity, originality, versatility, inventive adaptability and imagination. If encouraged in the schools and wisely directed, construction should call into action, as far as anything can, the exercise of every power or faculty of the child, from reason, the lowest, to creative imagination, the highest of these powers. For mathematics it will do what has hitherto been left undone. For the motor child it may prove a safety valve. For the sensory type it may prove the developing of a genius rather than a dunce. There seems to be open to the schools a new field for better knowing through right doing.

There are nine kindergartens in the district, three of which have been added during the past school year. In my judgment, the need for kindergartens in this district transcends all other needs in the way of school accommodation.

Manual training is the one department of the public schools where the boys may win all the prizes. It is also the one department of the new education that the press has never listed as one of the fads. The reason is perhaps obvious. The Commercial Club took the initiative and built and equipped the first manual training school in Chicago.

Dr. Felix Adler predicts for manual training a great social mission. He says: "Twenty-five years ago we fought to keep this people a united nation. Then was state arrayed against state. To-day, class is beginning to be arrayed against class. The chief source of the danger, I think, lies in this, that the two classes of society have become so widely separated by difference of interest and pursuits that they no longer understand each other, and misunderstanding is the fruitful mother-source of hatred and dissension. This must not continue. The manual laborer must have time for intellectual improvement. The intellectual classes, on the other hand, must learn manual labor; and this they can best do in early youth, in school, before the differentiation of pursuits has yet begun."

Every man on American soil is expected to work or know how to. Every father wishes his son to work and to learn to do something. In the early days of the republic boys did not go to school to learn to work. When they went to school they left their work at home. Such is still the case in the country and rural districts. In the cities a boy's hands are idle for utter lack of something to do with them. The work-bench with its equipment provides an enjoyable activity for the boy's hands as well as his head. As a relief from books, it's as good as play; and so the boy thinks and says in the beginning. But when he is able to do something really worth doing he settles to his work seriously. Pedagogically, manual training awakens self-confidence and dignity. It stimulates attention, concen

tration, perseverance, and continuity of effort. It awakens latent constructive and artistic powers. It stimulates invention and cultivates taste.

At present there are three workshops in the district, with an equipment for the boys of the seventh and eighth grades. It is to be hoped that provision can soon be made for the boys of the fifth and sixth grades.

The household arts—cooking and sewing—have met with much favor throughout the district, both in school and at home. Extended facilities are desired—sewing for the sixth and seventh grades, and cooking for the eighth.

Nature study, a recent extension of the graded course, is in its second advent. At first it was labeled "Object Lessons." The lessons proceeded with never an object and so died a perfectly natural death. All credit is due our principals and teachers for securing to this department of school work the promise of an abundant life. In their preparation for the lesson hour with nature, the teachers have discovered, each for herself, as 'twas necessary, that there is a world of science, that their pupils were not born into this wonderful world but are to be led into it through a world of sense-perception, that in close touch and relationship with the world of science is the world of art; that art is the nobler of the two, since it is nobler to create than to dissect, but that science conditions art as sense-perception conditions both. These discoveries have created methods, and our pupils are safely led into the worlds of science and art by these methods; safe because psychology has shown the way.

With singular tenacity the term "fad" has clung to both drawing and music as branches of a public school education. They began to be taught by specialists in the Chicago schools about the time corporal punishment was abandoned. An act to eliminate them from the schools, to be consistent, should re-establish the old order. The advocate who would limit the schools to the three R's justifies his position on the ground of conservatism. If conservatism is a wall between society and mad folly, yet when a new and true idea comes this wall must be torn down that we may move out and on. To learn to draw is to teach the eye to see and the hand to represent truly the images of sight. As Ruskin says, the sight is more important than the drawing. The eye needs training to use aright the faculty of vision. Few acquisitions are more desirable. Truth of sight indefinitely increases the pleasure of living. It helps to form and regulate judgments; to refine and cultivate taste. In its lowest estimate it is an accomplishment affording a mode of expression second only to language.

Illustrated books and magazines enhance the need of instruction in drawing—a new appeal to the intelligence. A correct appreciation of this

mode of appeal can be acquired only through a knowledge of the principles of drawing.

If an illustration is harmful through falsehood, a knowledge of drawing will detect the falsehood. A knowledge of drawing helps one to discriminate good work from bad in art, and why should not our pupils be trained to know a good picture as well as a good book? A great picture like a great book is the expression of a great soul.

Music as a science makes little demand upon the children in the schools. A few tone symbols, called notes, varying somewhat in figure to denote relative length of tone, placed upon a series of lines and spaces to indicate pitch, barred off into measures for the rhythmic beat, scale intervals and key symbols constitute nearly the whole of it.

Singing is a moral element. Its mission is to afford pleasure. All pleasure is good and right if it results in no harm. If it results in harm it ceases to be pleasure. If the good be pleasure, the best is the greatest pleasure. More people spend their money for the pleasure they derive from music than for any other of the fine arts.

Music, to be the most useful of all the arts, needs only to be always near us, that it may come at our call. No other art is so universal; and, while asking for but little time, it lies within the reach of all and gives happiness to all.

The public schools will fail to meet the reasonable demands of the people when they become inferior to the best schools obtainable anywhere. The best schools will afford instruction in whatever is necessary for the education of the hand, the head, and the heart of the child entrusted to its care.

Two school buildings—the Frank J. Jirka and the John Spry—have been completed the past year. These buildings are fire-proof. Each contains twenty-two class rooms, an assembly hall, kindergarten and manual training rooms on the ground floor, a library and an office. They are veritable temples of art in school-building.

The Jirka was opened during April and was formally dedicated in May. Twenty-three rented rooms were closed when the Jirka was occupied. The opening of the Spry in September will effect the closing of eight rented rooms hitherto attached to the Hammond School.

There still remain forty rented rooms in the district, and the number of pupils in single session or double-division rooms will show an increase in September over previous years. This is owing to the fact that the Foster, Washburne, Garfield, Smyth, Throop, Longfellow, Kominsky, Cooper, Froebel, Pickard, Lawndale, Thos. Chalmers, and George Howland Schools are over full. The Foster, Washburne, Garfield, and Smyth should be

afforded relief to the extent of 300 pupils in the rebuilding of the Polk Street School. A new building in the vicinity of the Eighteenth Street School will provide for the overflow at the Throop, Longfellow, and Kominsky. The Cooper, Froebel, and Pickard need each a nine-room addition or a new district. The Lawndale needs a new building at once. A nine-room addition will be needed at the Thos. Chalmers in the near future. A new school west of the George Howland will soon be a necessity.

Respectfully submitted,

A. R. SABIN,  
District Superintendent.

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## REPORT OF DISTRICT SUPERINTENDENT JAMES HANNAN.

IN CHARGE OF DISTRICT NO. 6.

*Dr. E. Benjamin Andrews, Superintendent of Schools:*

In accordance with your suggestion, I submit the following report for year ending June, 1899, of the schools of District No. 6, and their administration and work :

### TERRITORY AND LOCATION.

District No. 6 is, in a general way and without tracing the exact boundary, that part of the South Division west of Halsted street and north of Forty-third street; also that part of the same division west of Wallace street and south of Fifty-fifth street; and also that part of the same division, between Forty-third and Fifty-fifth streets, that is west of State street. It is a large and growing district. In a business sense, no considerable part of the district is in a condition of stagnation or retrogression. Nearly every school is growing, and in two-thirds of them the membership exceeds the accommodations. This is true, notwithstanding effort to provide accommodations and in spite of the fact that the city owns more sittings than there are pupils in membership. During the last ten years seventeen school buildings, or additions to such, have been erected in this district, containing sittings for 14,485 pupils.

### PROBLEM OF SCHOOL ACCOMMODATIONS.

While commendable effort has thus been made to provide buildings and sites for the district, much in that direction remains to be done. The accommodations for the present population, as that population is located, are inadequate. It should be borne in mind that there is in the district a great deal of uninhabited territory, probably destined ere long to be

built upon. Apart from the numerous vacant lots in the more settled parts there are more than 12,000 acres of land still used for farming purposes.

The conditions arising from the sudden and unequal growth of population in certain neighborhoods make the duty of providing accommodations a complicated problem, requiring continuous attention. In the territory west of Wallace street, between Forty-ninth and Sixty-ninth streets, there have been built six large school buildings to accommodate a neighborhood that was practically vacant ten years ago. Every one of these buildings is now unable to accommodate its membership, and the new Dewey School, and the addition to the Earle School now in process of erection in that territory, will be filled as soon as finished, and will not fully accommodate the present population.

#### SPECIFIC ACCOMMODATIONS SUGGESTED.

New buildings are needed on the sites owned by the city on Loomis street, between Fifty-third and Fifty-fourth streets, and on Thirty-third place, between Auburn and South Morgan streets.

The original plans of the Herman Raster building contemplated a sixteen-room structure. The present building contains only eight rooms and should be enlarged to conform to the original plans or otherwise.

The site of the Shields School is occupied by an old six room wooden building, which is very imperfect and inadequate. It should be replaced by a new building for which an appropriation was made three or four years ago.

A new site and building are needed in the vicinity of Fifty-ninth street and Centre avenue.

Additions are now needed, or will soon be, at the McAllister, Hendricks, Graham, Holmes, and probably at the D. S. Wentworth Schools, and adjoining lots for the enlargement of the sites will be desirable in most of these cases.

#### MEMBERSHIP AND SITTINGS.

For the efficient work of a school there ought to be considerably more sittings than pupils. Such excess of sittings enables the school management to provide for the care and progress of the individual in a way that is almost impossible when every seat is full and the teacher is overwhelmed with an excessive membership. It would be a great improvement in this respect if the schools could be organized with one room and teacher for every forty-five pupils. In this district the schools are so organized in the few cases where the accommodations permit it. There were at the close of the year twenty schools, with 670 teachers. The enrollment of pupils for

the year was 32,871, and the average daily membership 27,501. The number of seats owned by the city was 27,945. It will thus be seen that there was an enrollment of nearly 5,000 above the number of seats owned by the city. This deficiency was made up, in part, by renting 3,872 seats. The enrollment, membership, attendance, and number of teachers are each slightly larger than in any of the other districts. At the close of the year there were 3,147 pupils in rented buildings and 2,343 pupils attending school but half a day.

There is said to be in the private and parochial schools of the district an enrollment of something more than 15,000 pupils of school age, and if the same relation between enrollment and membership in these schools as in the public schools be assumed, their membership is not far from 12,000 pupils.

#### ASSIGNMENT OF TEACHERS.

The opening of new rooms and the occurrence of occasional vacancies made necessary the assignment of many new teachers. These assignments were made in accordance with that rule of the Board which provides that the Superintendent "shall make assignments of assistant teachers in the elementary schools, from the list of appointments for assignment made by the Board from time to time, but such assignments shall be made by him only with the concurrence of the School Committee on the school to which such assignment is to be made." During the year 57 new teachers were thus assigned, of whom 35 were cadets and 22 were experienced teachers.

#### IN THE SCHOOLS.

The work of the schools during the year was characterized by encouraging success. There was very little friction, a large amount of intelligent industry, very commendable progress on the part of the pupils, and perceptible professional improvement on the part of teachers.

The absence of friction is shown by the infrequency of reasonable complaints, and by the small number of special suspensions occurring in the district. The number of special suspensions reported was 18. This was one for every 1,826 pupils enrolled, and one for every 1,528 pupils in membership. In the settlement of these cases, and in general, there was considerable liberality in the matter of granting permission to pupils to change from one school to another. It was thought wise to respect to the greatest extent practicable the wishes of parents in this direction.

The number of promotions during the year was 21,404, which is 77.8 per cent of the daily membership. There is little constancy of relation between the size of the graduating class in a school and the membership of the school. Usually a greater proportion of the pupils graduate in the



smaller schools than in the larger. While the peculiarities and fashion of the neighborhood and the habits, traditions and necessities of parents in reference to keeping their children in school may account in part for this discrepancy, it may still be made a fruitful subject of thought by all concerned in the management of schools.

#### SCHOOL AND DISTRICT COUNCILS.

During the year much reliance was satisfactorily placed on the work of the school and district councils.

The work of the district council and that of the school councils in District No. 6 during the past year was carried on in a good spirit and was interesting, hopeful and promising. Profitable discussions were held on the question of "Constructive and Creative Work." After it had been considered in the school councils, two or three meetings of the district council were given to various aspects of this question. At these meetings there was exhibition of work on a small scale from many schools, and there was free and full discussion of the whole subject. While exhibitions of creditable handiwork may be found in almost every school room, these discussions and meetings prevented the conversion of any room or school into a mere factory, and led teachers to see that the proper outcome of the agitation of this question is a renewed effort to make the daily work of the schools more concrete, and more and more to make that daily work relate to matters skillfully brought within the pupil's experience. Thus, to a large extent, every lesson, every recitation and every school exercise may be made, in a large and in a true sense, "constructive and creative work."

There were also valuable discussions on the subject of "departmental work." Serious and intelligent attention was given to this important question. Considerations for and against the departmental method below the high school were thoughtfully entertained and discussed. The general effect of the discussion was the tentative establishment of partial departmental work in several schools. Reports where trial has been made are generally very favorable, and there is likely to be considerable extension of that method in this district wherever the conditions are favorable.

Meetings were also held for the discussion of other subjects named for that purpose from the central council. One meeting was devoted to the discussion of scrubbing school houses and the regulations of the Board relating thereto. One meeting was held wherein certain provisions of the Harper bill were discussed under the title of "Expert Responsibility." There was also an interesting meeting for the discussion of the important question of the "Teacher's Tenure of Office," which topic was sent to the central council from a neighboring district council, and by the central body re-

ferred to the other councils. While these discussions were entertaining and appropriate, they were perhaps less valuable than those first mentioned because they had reference to matters personal rather than professional, and less closely connected with the daily work of the school. Besides they were matters over which the council had no direct or other control, and not much influence. In the view of the council, as revealed in the discussions, there is no dangerously near approach to godliness in the Board's three-times a year scrubbing regulation. The council was entirely out of sympathy with many provisions of the Harper bill, and strongly inclined to favor a more stable tenure of office for teachers than that provided by the present rule of the Board.

#### HOUSEHOLD ARTS.

The work of the Department of Household Arts, largely owing to the skillful supervision of Mrs. Ella F. Young, who planned it, was successfully inaugurated. A cooking center was established at the McAllister School, which was attended by seventh and eighth grade girls from schools in the vicinity, including at least two schools from District No. 7. The sewing program provided thirty-six lessons per month for the seventh and eighth grades, and included all the schools in the district except those attending the cooking center and three or four others inconvenient of access and with small classes. The work is popular, useful and successful, and ought to be continued and extended.

#### MANUAL TRAINING.

There are at present five manual training centers, and most of the schools in the district are within reach of them and send their seventh and eighth grade boys for one exercise per week. The pupils of two or three schools are accommodated in centers in neighboring districts, and programs have been so arranged that girls in the department of household arts and boys in the department of manual training from the same rooms are occupied at the same hour with these subjects. The work of these two departments, so far as school time is concerned, is thus successfully accomplished by giving to both one recitation period per week.

#### KINDERGARTENS.

Kindergartens are in operation in ten schools. The Board took favorable action toward the establishment of four or five others during the year, but the scarcity of money prevented the consummation of that action, and no new kindergartens have been opened.

There is abundance of testimony to the popularity and efficiency of

this work wherever it is doing. Incidentally, during the year, principals in whose schools the work was going on had occasion to report on its value and effect, and there was universal acknowledgment of both. It is much to be desired that the means of the Board may enable it greatly to extend the work of this department without delay.

#### SPECIAL STUDIES

The special studies, physical culture, German, music and drawing, were successfully pursued. A marked and very general feature of the closing exhibitions at the end of the year were the pretty exercises in calisthenics, which showed a cultivated and trained attention, an intelligent comprehension of directions, and a prompt and cheerful obedience, all great educational and moral virtues which, in addition to the physical advantages of the work, can be fairly credited to the department of physical culture

The work of the special teachers of music and German was regularly, and, on the whole, competently done. In drawing, exceptional interest and success are to be reported. Large demands were made on the time of the teachers and the powers of the pupils and these demands were met and fulfilled in a most cheerful and encouraging way. Several very creditable exhibitions of work done in the schools in this department were held, supplemented by loans from Miss Josephine Locke's collection and loans of pictures and statuary from the Public School Art Society. Work, pictures and statuary were beautifully arranged in the assembly halls and corridors; large public meetings were held and suitable addresses given. There were thus furnished receptive ears and eyes to the object and other lessons of the friends of art and of æsthetics in general.

#### CONCLUSION.

It is a pleasure to report the passage of a year thus pleasant and profitable. While there has been a very large degree of freedom, there has been a healthy and invigorating atmosphere, stimulating all kinds of desirable progress. Whatever of unrest, suspicion, distrust, or unsympathetic criticism, or threatened or actual individual censure, or punishment, may have been experienced, are no part of the influences that have been dominant, or that have been relied on to inspire effort and to secure results. The success of the year is attributed to the loyal, prompt and competent response by principals, teachers, both general and special, and pupils, to every reasonable demand made on them.

All of which is respectfully submitted.

JAMES HANNAN.

CHICAGO, August 7, 1899.

## REPORT OF DISTRICT SUPERINTENDENT LESLIE LEWIS.

IN CHARGE OF DISTRICT NO. 7.

*Dr. E. Benjamin Andrews, Superintendent of Schools:*

In compliance with your request, I herewith submit my report for District No. 7. The statistics will be found elsewhere in your report, and need not be presented here.

There has been the same rapid growth in number as is found in other parts of the city. It is impossible to keep up with the demand for additional accommodations. There is in some localities an urgent demand for more school rooms. The nine-room additions at the McClellan and Healy Schools were filled as soon as completed. All the new rooms at the Ward School are now used except one, and that will have to be opened in September. The same is true of the Fallon School. The people in these congested districts wait patiently, permitting their children to be crowded into store rooms without ventilation and poorly lighted, knowing that it is impossible for the Board of Education to erect buildings without money.

The principals have met me at the Carter School every month of the school year except May and June. At these meetings various matters have been discussed—some of them purely local, pertaining to our district, and some of a purely pedagogical nature. The principals have entered into these discussions with much interest and feel, I think, that they have been profitable. There has been a number of meetings of the teachers by grades. These have always been called with some specific object in view, as the result of the observation of the principals or superintendent. The teachers assure me that they not only have enjoyed these meetings, but that they have been very much benefited by them, going back to their school rooms with greater enthusiasm and much encouraged in their work.

As a result of these conferences, permit me to make a few suggestions for your consideration and judgment. I present only those upon which the principals and teachers are practically unanimous in their conclusions. It is their opinion that the time has come when our course of study should be revised. Several years have passed since the present course was adopted by the board. In that time there have been radical changes, both as to subject matter and methods of teaching. The opinions of our best educators as to the relative importance of the different studies have changed materially, and, to keep up with modern thoughts and modern methods, a course of study must change frequently. These changes have been rapid and very radical in our colleges and secondary schools and the advancement in our elementary schools demands a change in our outline of study. We have in the different branches among our principals and teachers many experts. A committee on each of the important studies,

selected from these experts and presided over by one of the district superintendents, could prepare an outline that would be a great improvement on the one now in use. Each committee should come from the actual and everyday workers in our schools, because they know best what the pupils can and ought to do in each grade. This a mere theorist cannot know. The outline in each study should be made by a committee, because the wisdom of several experts is better than the wisdom of one. Finally, a committee should be appointed, with the Superintendent at its head, to take these several outlines and correlate them into one course of study, so as to see that the experts and enthusiasts in any one study do not demand so much as to encroach upon other studies.

It is, I think, the almost unanimous opinion of the teachers of our district that too much is required in our present course. In our desire to get away from the domination of the three "R's," is it not possible that we have gone too far? Is there not a tendency to crowd into the elementary school some things that ought to be left for the high schools, and some things into our high schools that ought to be left for the colleges? Surely we ought not to make colleges out of our high schools, or high schools out of our higher grammar grades. The clamor of enthusiasts that their particular subject or branch be given more time and attention has gradually crowded so much into our elementary schools that the work cannot be well done in the time allowed.

There is a general feeling among the teachers that the poorest work in our schools today is that in English. Perhaps the most important reason for this is the fact that educators have not yet agreed upon the kind of work that ought to be done, and that no well defined plan of work has been formulated, as is the case in all other branches of study. Our teachers are experimenting. As a result of these experiments there will eventually be developed a plan of work in English that will commend itself to our best teachers. Another reason for our unsatisfactory English teaching is lack of time. The teachers and pupils are rushed from the beginning to the end of each session, and there is no time for the supervision of the pupil's reading.

#### LATIN.

Our Latin teaching in the seventh and eighth grades is not satisfactory, but might easily be made so. Some pupils are permitted to take Latin who ought not to, and it is taught in some schools where it ought never to have been introduced. It went into these schools because the Superintendent was powerless to prevent it. If the requisite number asked for it they could have it whether the desire was wise or not. No pupil whose record for scholarship has been uniformly poor, should be per-

mitted to take an additional study, and no one who does not intend to complete the high school course should be permitted to study Latin in the grammar grades. In many of our schools Latin is well taught, and many of our pupils have found that the two years given to that study in an elementary school has been of great advantage to them in their high school work. This whole matter should be left entirely with the Superintendent, and he alone should determine where and by whom Latin should be taught, and it should be no additional expense to the Board of Education.

These are a few of the subjects discussed at conferences with the principals and teachers of the district, and their importance seems to warrant my reporting them to you for your consideration.

In conclusion, permit me to thank you for your uniform courtesy and wise counsel extended to me during the year, and also to express my appreciation of the hearty and intelligent support of Mr. Keating and Mr. Gross, the committee men of the district.

Respectfully submitted,

LESLIE LEWIS.

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#### REPORT OF GUSTAV A. ZIMMERMAN, SUPERVISOR OF MODERN LANGUAGES.

*Dr. E. Benj. Andrews, Superintendent of Schools:*

The following data touching the work of the Modern Language Department during the past year are herewith respectfully submitted:

German was taught in the four upper (grammar) grades of the Elementary Schools and in the High Schools. The average number of pupils studying German was 33,015 and the total enrollment 40,003, of which number 15,020 are of German parentage, 12,195 of Anglo-American, and 12,788 belong to other nationalities, the total number showing an increase of 2,324 over the membership of the preceding year. The corps of teachers of German employed in the Elementary Schools consisted of 210 instructors, the average number of pupils to each being 190. In the High Schools 2,481 pupils were pursuing the study of German, 1,310 the study of French, and 12 the study of Spanish. The number of German teachers was 22, of French 15, and of Spanish 1.

In your Supervisor's report for 1892-93 the question of the advisability of *teaching the German language in the Elementary Schools* was treated at some length. The arguments therein adduced have gained strength in the passing years. Experience has verified them. In increasing numbers pedagogues and laymen alike are joining the ranks of those

who contend that the teaching of this subject is a decided benefit to the children of our schools.

The study of at least one other language besides one's native tongue is no pedagogic mistake, and therefore does not stand in need of apology or defense ; but to show the stress which both ancient and modern people lay upon this study, I take the liberty to quote from various sources :

"Languages are not learned as part of scholarly attainments or of science, but as a means to obtain and transmit culture. Hence not all languages should be studied, which would be an impossibility ; nor many, which would be useless, since time would be detracted from other valuable studies, but those that are essential. Essential is the mother tongue on account of the communication with those at home, next the language of our neighbors, and last the ancient languages.  
AMOS COMENIUS."

"Who knows foreign languages may call the world his own. J. G. SEUME."

"With every new language you acquire you liberate a spirit hitherto bound in you.  
"FR. RUECKERT."

"The study of several languages is not only an indirect but a direct and important means of mental discipline ; hence the saying of Charles V., 'So many languages, so many times a man.'  
ARTHUR SCHOPENHAUER."

"Courses of instruction that confine language study to the English, eliminating foreign tongues, ancient or modern, ignominiously fail in the production of that power essential to modern culture.  
DR. A. F. NIGHTINGALE."

"There is, I take it, but little need to emphasize the advantages of knowing other languages than one's own native tongue from the point of view of general culture. This is too apparent and has been too commonly conceded to call for active argument. The premise is true, in a general way, on the basis that all knowledge is power ; and it is true, also, in a special way, in that this particular kind of knowledge is an altogether active force in a man's equipment, be he young or old. 'So many languages, so many times a man,' is even truer to-day than when it was uttered, because present conditions demand a broader stage of action and the consequent ability to act one's part along broader lines.

"PROF. WILLIAM H. CARPENTER, Columbia University."

"Many speak strongly against the bilingual and multilingual education of our children ; they assert that the brain is overtaxed ; that the time and power could be applied to better purpose ; that superficiality in thinking and learning, even deficiency in feeling and willing, might be the consequence. My experience has disproved such assertions.

"PROF. GEORGE VON DER GABLENTZ."

"The power to speak makes us human beings ; the power to speak two languages makes us educated human beings.  
THEO. MOMMSEN."

The opinion that MODERN languages should be given preference over ANCIENT is rapidly gaining ground among thoughtful men. In a pamphlet issued by the National German-American Teachers' Association, from which I freely quote in these pages, this opinion is emphasized by philosophers and educators of repute. The teaching of modern languages is no longer a local question, but has come to assume world-wide sig-

nificance in educational circles. In France, M. Bourgeois, late Minister of Education, proved his sympathy with the movement by establishing new schools where living languages replace the dead ones.

Almost all the nations of Western Europe are involved in "the revolt against classical education." Mr. Balfour favors a more thorough study of modern and easier languages.

Alexander Bain says: "Every person \* \* \* would be urged to take up at least one foreign language, giving the preference to a modern language."

"The languages which claim most loudly the regard of an English speaking gentleman of the present day, whether on the east or on the west side of the Atlantic, are French and German.

"J. STUART BLAKIE, Professor of Greek, Edinburgh University."

The conference on Modern Languages of the Committee of Ten recommended that an elective course in German or French should be provided in the grammar school, the instruction to be open to children at about 10 years of age. The conference made this recommendation "in the firm belief that the educational effects of modern language study will be of immense benefit to all who are able to pursue it under proper guidance."

The Committee of Fifteen recommended that the foreign language introduced into the elementary school course should be a modern language—French or German.

The opinions quoted in this report—opinions of men of national, and some of them international, reputation—should certainly have great weight in the consideration of this vital question. That they are unbiased, a glance at the names of those who expressed them will show. That they are sound, past experience has proved. They require no further comment.

The past year has seen a gratifying improvement in the work of the department, and an increased interest in the study on the part of both pupils and parents. In many schools special exercises were held, commemorative of the birthdays of Germany's greatest poets, Goethe and Schiller, and other occasions were similarly improved. These exercises were generously attended by the patrons of the respective schools, who by this means came into closer touch with the spirit of the work and with the instructors. Many who "came to scoff" forgot their prejudices owing to the interest the various programs aroused.

Economy has, perforce, been the watchword since the beginning of the fiscal year. Vacancies caused by resignation, or otherwise, have not been filled, substitutes being employed to do the work of regular teachers.

I desire to express my hearty appreciation of the zeal and intelligence of the teachers whose efforts so greatly enhanced the interest felt in the study and whose unremitting labor achieved results worthy of commendation.



To the Board of Education my hearty thanks are due for the confidence and support so generously extended during the past year.

Respectfully submitted,

G. A. ZIMMERMANN,  
Supervisor Modern Languages.

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REPORT OF HERMAN HANSTEIN, SUPERVISOR OF DRAWING IN THE HIGH SCHOOLS.

*Dr. E. Benjamin Andrews, Superintendent of Schools:*

The courses of drawing in the high schools consist of two branches: freehand drawing and constructive drawing.

The course in freehand drawing includes pencil drawing, perspective, light, shades and shadows, charcoal, crayon, pastelles, "black and white" and watercolors, and the application of these mediums to biology, botany, physical geography, history, microscopy, designing and the drawing from objects, of groups of solids, of plaster casts and of still life, in monochrome, polychrome and "black and white."

The course in constructive drawing includes planimetric constructions, projection of points, lines, surfaces and solids—their revolutions in space and developments—the regular and irregular penetrations of regular and irregular solids and developments, the angular projection, the perspective and light, shade and shadows.

These courses have been followed in our high schools for the last twenty years. They were adopted officially by the Board of Education five years ago and will be found to coincide with the course in drawing of art schools, in the preparatory classes, and the first two years of the study of drawing in universities and in schools of technology.

Fifteen years ago the University of Ann Arbor awarded credits in drawing to our high school graduates, and lately the Universities of Illinois and Wisconsin have agreed to honor our graduates in a like manner.

A constant vigilance and the study of new methods, of progressive books and publications in art, in design, in applied mathematics, in means of instruction, and the application of Burrel's skeleton models\*—all these have assisted to maintain in our drawing department a high efficiency and a well-earned reputation. I sincerely recommend to you the faithful and conscientious work of my assistants, without whom the department could not have obtained the highest recognition in competitive exhibitions, as at

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\* An arrangement to build geometrical solids by the pupil in skeleton form; devised and made by the present Supervisor as a help to the assistants of the department in the instruction in drawing, and to the teachers in solid geometry in the instruction in mathematics.

Atlanta, Baltimore, and at the yearly educational exhibits in connection with the State Fair at Springfield, where our department during the last ten years has received nearly all awards offered by the State authorities to the high schools.

During the past year a severe and rigid economy had to be exercised by the Board of Education to such an extent that we were not able to procure some of the most necessary means of instruction, as geometrical solids, still-life objects and models of constructive drawing. Thus we were hampered materially in the execution of our program, and had to substitute frequently objects which were in the individual reach of the assistants.

The educational and practical utility of drawing in correlation with the established curriculum of studies is more and more appreciated by principals and colleagues, and we have gained steadily a vast stretch of ground. Especially is this the case since, for example, in the biological laboratory—where the work is of the most instructive assistance to the student. Here every specimen is analyzed, then sketched, and the sketch is finished in natural tints in water colors. Such a representation is then the accurate description of the subject under consideration, better in definition, better in form and better in the total conception than a written composition.

And what I have illustrated here by biology is equally true in other studies, as the great extent and application of constructive drawing to science, to architecture and to manufacturing pursuits will and must be recognized by the public and by the progressive teachers as one of the most valuable courses in our high schools.

The public and those who are especially interested in this branch of public instruction are respectfully invited to inspect specimens of pupils' work in drawing during the session of the schools, on Mondays and Wednesdays from three to five p. m., at the rooms of the Board of Education.

The collection comprises studies in art, in design, in physical geography, biology, chemistry, in physics, mathematics, optics, in architecture and machinery, executed in monochrome, in polychrome, in pen and ink, in "black and white" and in constructive drawing.

Respectfully submitted,

HERMAN HANSTEIN.

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#### REPORT OF JOSEPHINE C. LOCKE, SUPERVISOR OF DRAWING IN THE ELEMENTARY SCHOOLS.

*Dr. E. Benjamin Andrews, Superintendent of Schools:*

In my previous reports I have from time to time drawn attention to the limitations of the school system of 1888 and the necessity for supple-

menting it by providing for a freer channel for the spontaneous self-expression of the child, such as is supplied by the practice of free-hand drawing. Imparting of information and the mastery of the tools of thought, such as reading and writing, unless balanced by other work usually result in a supine and inert mental condition—a repression of the child's innate feelings and characteristics.

Education is slowly recognizing that growth is in proportion to self-expression.

Free-hand drawing affords by far the richest field for self-expression ; nothing takes its place in the promotion of child development. Mechanical drawing does not promote self-expression so much as it does promote the mastery of tools. It has its place, but in the elementary schools it should always be associated with the making of objects. This is provided for in our present curriculum under the head of Construction Work and Manual Training.

Experience teaches that careful, skilled guidance is not as necessary in the work in construction as in the teaching of free-hand drawing, for in the construction work the home and the environment largely determines what the child makes and the skill with which it is done.

But free-hand drawing, connecting as it does with the entire range of the fine arts, is unlimited in its scope. Reaching out into architecture, design and illustration of all kinds, it makes demands upon child and teacher for which there is no supply either in their past or present environment outside of the art museum and the specially trained instructor.

The instruction in drawing in our schools is indeed pioneering a path in education and history that has never been trod—a path necessitated by conditions peculiar to America.

There is a sudden awakening on the part of both teachers and children to a lack in the old instruction. Imagination and creative expression have not been cultivated, while rote and memory work have rendered dull and stupid some of the best hours of school time.

To meet this want, to stimulate and interest both teacher and child and to encourage them to go forward into new lines of literary content as well as to work out a suitable technical expression, has taxed the genius and strength of the Drawing Department to its utmost. That the work is thoroughly original and interesting beyond words goes for the saying ; but just because it is original it is dependent upon our daily experience with the children. Where they lead we must follow ; what we do or do not do is determined by their response. Each year thus far has marked a growing appreciation and a greater demand. In details the work never exactly repeats itself.

The whole school instruction from Maine to California suffers from a meagerness of content. Against this we in Chicago are struggling. The

entire problem of the elementary schools is how to bring a richer content within the reach of the child, a content that shall have for its output—its expression—the child's own experience. This has led to dramatization on the one hand and to free expression by mass drawing on the other.

New expression by mass drawing can not be learned by rule or rote; its acquisition means continual growth and expansion such as accompanies the development of a new sense.

Like religion, art, even in its elementary aspects, is not a thing of the formal intellect but of instinctive feeling; to be understood it must be experienced. Like religion, too, it can not be systematized or commercialized without losing its soul. The school system of 1833 was founded entirely upon the formal intellect. The introduction of art into the course of study means an enlarging and a re-adjustment of relations between the child and his environment; it means a new sociology.

Psychologists are acknowledging that art expression is a means for the development of a sixth sense—a sense for which previous education made no provision though it was always latent in the race. It may roughly be denominated the color sense. Its expression in the past has always denoted a flowering epoch, as in the period of the great Gothic. To produce his best quality of stained glass Tiffany employs girls just out of the grammar schools in equal proportion to men and on the same salary basis shows the commercial value of an art sense, yet Tiffany's stained glass is far inferior to that of the middle ages.

It would seem that with the advent of the printing press, the color instinct and the art instincts of the race received a temporary set-back which evolution through recent innovations in the instruction of the common schools it is now seeking to retrieve.

Men like Tolstoi, Dr. Hugh Munsterberg, Havelock, Ellis and William Morris are persuaded that there is no hope for a democracy except as we educate the people to share in the arts, and that the free public school system of a country is the ordained vehicle through which this is to be accomplished.

But just because American conditions are not European conditions no greater mistake can be made than to attempt to fasten French, English or German methods and ideals upon the people's schools of America. It is this earnest conviction that has shaped my art and educational policy in the schools.

Our methods and results command the admiration of foreigners because we are solving the problem in a new way, making the child the center of all our work, while they are seeking to impart information, precision and technical skill at the same time. London, Paris, Berlin and Rome

spend three and four times more of the school period teaching drawing than we do.

Art is not expression alone nor content alone, but both. In all sincere art expression the initiative must come from the doer or worker; it is the duty of the authority to guide, not dominate or dictate. In our art work we incessantly strive after sincerity. This is why our technique is often poor. That it is abreast of the child's experience is all the claim we make. With children a technique that is formalism and does not express is not desirable. Mass treatment, with soft materials like colored chalk, charcoal and the brush, is more attractive to the child than pencil, with an outline treatment, the European or academic method. We find much of the content for the art expression in geography, literature, history, story telling, and the study of pictures and of nature, while in turn the art work supplements and enriches the more formal studies, leading pupils where, without the added element of art, they would never arrive, and supplying them with a stimulant for research and investigation. In common with all educators who have seriously studied the situation I recognize the great waste that pervades common school instruction, reading, writing, geography and history. So far as the elementary schools are concerned this fault is due to the division of life into periods of groups of activities or growths, each circle of growth demanding its own nourishment and treatment. If the best interests of the child are consulted, instruction in the elementary schools will always remain different in method and aim from instruction in the high schools. Not more than 10 per cent of the children in a large city go to the high school, while the majority of the children who enter in the first grade leave by the time they are four years in school. These first four years are all important. Every child is entitled to a happy childhood. It is the duty of the state to make this possible through its instruction. Music, play, song and art of every kind make the earth less dreary and carry higher life to struggling humanity. Elementary schools create culture, while academic schools only conserve it. Childhood determines manhood, not manhood childhood.

The work of the past year has, as a whole, been marked by a larger use of color, better modeling and drawing, and by the children's desire to apply their art in such practical ways as the making of posters, stained glass windows, calendars, valentines and the devising of scenery suitable for their school plays. This has been a natural result from the regular instruction relating itself to the games, the reading and the occupations of the children.

At the Kozminski, Webster, Farren, O'Toole and Holden Schools parents' receptions and picture exhibitions have been held under the auspices of the drawing department and the Public School Art Society.

Stereopticon lectures on art, history and architecture have been given

at the Lafayette, Ryerson, Hammond, Morris, Carter, Bradwell, McPherson, McCosh and Horace Mann Schools.

The annual examination for the Thomas Cusack medal was held as usual, and the medal was awarded to Morris Beilin of the Medill School. Honorable mention was also given to two boys from the Clarke School.

The special teachers of drawing have by their devotion and unselfishness contributed no little to the growth of the social and home spirit in the schools. This of itself ought to insure a perpetuity of their services. The community life in our schools counts for far more in the making of the nation than the mere acquisition of learning.

To the grade teachers thanks are due for the willing minds and open hearts with which they continue to reach out year after year toward a higher life for themselves and for the children.

I am grateful to the District Superintendents for their generous courtesy and for their kindly recognition of the work of the department.

Very respectfully,

JOSEPHINE C. LOCKE,  
Supervisor of Drawing Elementary Schools.

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#### REPORT OF HENRY SUDER, SUPERVISOR OF PHYSICAL CULTURE.

*Dr. E. Benj. Andrews, Superintendent of Schools:*

I herewith respectfully submit to you my annual report on the teaching of physical culture in our public schools.

The old saying that "a sound body is necessary for a sound mind" needs no fortification by arguments. Principals and teachers are more and more convinced that the same attention should be paid to bodily as to mental education.

Since physical culture has become a part of our school curriculum it has gained ground, slowly advancing from calisthenics only to calisthenics with hand apparatus, and from the latter to heavy gymnastics (exercises on apparatus).

But, unfortunately, not all the pupils in our schools can enjoy these exercises. Fifty-eight of our elementary schools are equipped with apparatus. One of these schools has a regular gymnasium, in two schools the assembly halls are equipped, in two schools the apparatus was put up in vacant class rooms, and in fifty-three schools the apparatus for our work is placed in the corridors. A proposal to equip forty-five more schools was made, but on account of lack of funds the equipment was postponed.

Some time ago an appropriation was made by the Board to equip the

gymnasiums of the Lake View and Englewood High Schools with apparatus, and by the beginning of the new school year the gymnasiums of these two high schools will be fitted out with modern apparatus for bodily training.

The high schools in which pupils will be able to practice exercises in the gymnasiums at the beginning of the next school year are Englewood, Hyde Park, Lake View, Medill, Marshall, North-West Division and West Division. In the other high schools, on account of the lack of space, the exercises are executed in the class rooms or corridors.

As the work on the apparatus was entirely new to most of our class teachers, the Board appointed three more assistants, who visited only schools in which heavy gymnastics were practiced. Although lessons could be given but once a month, comparatively good work has been done. That the work in our schools could be done as it has been with so few special teachers is to a great extent due to the principals and class teachers, who took up the new work enthusiastically, feeling that what is worth doing at all is worth doing well. When light gymnastics were introduced the Board thought it necessary to give each class a lesson by a special teacher twice a week, because the work was new and the regular class teacher could not conduct it.

The heavy gymnastics are also new and more complicated than the light and more care should be given in teaching them. The assembly halls in our schools ought to be equipped with gymnastic apparatus, and in schools without such halls a class room should be set aside for gymnastic purposes. Thoroughly educated teachers of physical culture should give the instruction often enough to gain good results. The teachers of physical culture in former years visited each school twice a week. The same attention ought to be paid to the present system. The pupils should receive instruction at least once a week by a trained teacher.

Chicago was one of the first cities in this country which introduced light gymnastic exercises into its schools, and it is the first city that has begun with the introduction of heavy gymnastics into the high and elementary schools. Other cities have followed our example and at present physical exercises are practiced in nearly all the larger American cities and many of the smaller ones.

Compared with the results in many of the European countries, into whose schools bodily training was introduced more than half a century ago, we have made only a step in the right direction, but with the aid of the Board I hope that in time we shall be able to record as good results as have been attained anywhere.

Respectfully submitted,

HENRY SUDER,  
Supervisor of Physical Culture.

## REPORT OF R. F. BEARDSLEY, SUPERVISOR OF MANUAL TRAINING.

*Dr. E. Benj. Andrews, Superintendent of Schools:*

It affords me great satisfaction to report the progress which has attended the increased work of the manual training department during the past year.

Character is the result of rightly acquired knowledge. It can not be obtained through the study of books alone, but must come from actual contact with the results of social progress. Unapplied learning is as degrading as ignorance. It is dross in the souls of men who might be cheerful and useful citizens were it not for the incubus of unassimilated book learning, making them too learned for real work, not skilled enough to think.

The end in view for the work of the manual training department has been the uplifting of the moral and intellectual standards by which our civil life is governed. The skill, patience and judgment gained through hand work has been given its proper place back of the training for harmonious contact with ones fellow creatures. Power to appreciate work and its results, and a kindly sympathy with the workers is more to be desired than concise knowledge of processes or highly cultivated dexterity.

This power of appreciation of the work of one's fellow men is to be obtained only by a concrete knowledge of work, a knowledge of the niceties of thought, the skill and patience necessary to the production of a useful or a beautiful thing.

As learning, like electricity, follows the paths of least resistance, we seek to impart a knowledge of making by means of tasks which children impose upon themselves. Working out their own thoughts has had a most salutary effect. The results in power to produce skillfully have been equal to those attained under the system of tasks or copied exercises.

The subject of manual training has been given in public schools elsewhere for the sake either of the technique of some trade or because of the theoretical value of hand work in strengthening will power. Both these ends are attained wherever construction forms part of the course of study. The expense involved in establishing manual training for younger children would be justified by these results alone. We are, however, conducting the work with a more broadly educational view.

Some children require a stimulus to self-confidence while others need repression of bumptiousness. By having the work of each show the individual characteristics of the worker we have demonstrated that a balance is struck in the educational effect of the work, each child realizing his own defects and capabilities, placing a true valuation on his own work and that of others, and creating a spirit of emulation rather than of rivalry.

The progress of manual training toward a closer co-ordination with



the work of all other departments has been marked. Especially has this been true of its relation to drawing and nature study. The pupils have selected and designed many pieces of apparatus for the nature study, and have made use of their drawing lessons to a remarkable extent in decorating the things they have made in the shops.

The almost universal attempts at construction work in all grades has greatly aided the work of the manual training teachers, for it has awakened the grade teachers to the fact that a new power in education was at hand, hitherto neglected, yet very accessible. This re-adjustment in their own work and thought has induced a sympathy and spirit of co-operation between the grade and special teachers which has been most satisfactory and helpful to the manual training department.

The very successful and instructive exhibit of construction work at the Calhoun School showed us many mistakes which may in future be avoided, and has to a certain extent pointed the way for a co-ordinated course in primary manual training.

The idea that special teachers are required in the manual training department has become so set in minds of the teaching force that it will be very difficult to persuade them that the work can be successfully conducted by the grade teachers. Yet if construction is to become an integral part of the school curriculum we must in time abolish the special teacher. I suggest that several manual training teachers be employed as grade teachers, and that only a part of their time be devoted to the manual training feature of their work. This would not only assure a closer co-ordination but would place the shop work in the position of laboratory practice, an incidental adjunct to all other teaching done in the school.

Eight years ago, when the subject was first introduced into the elementary schools, few principals or teachers could be persuaded that manual training was anything more than a fad for children below the high school. Now the entire teaching force are not only friendly toward the work we are doing, but are clamorous for its further extension to the lowest grades.

The printed course of study in manual training, published last year, is a radical departure from the practice elsewhere. No such text book had ever been printed by any Board of Education. It has proved of inestimable value to the special teachers, and has been sought by educational people all over the country. It has been especially helpful to those contemplating the introduction of manual training departments in localities where ideas regarding the subject were vague, and where the teachers were at a loss as to the selection of subject matter for the proposed department.

I desire to call your attention to another departure from formalism which has come from this department—namely: the classification of the teachers into three groups as junior teachers, teachers and expert teachers.

The salaries to be paid to instructors in either group cease to increase after three years of service in that group and no further increase is given unless the instructor is found worthy of promotion into a higher group. Thus we have aimed to preserve the best features of the merit and years of service systems of advancement. This classification, together with the requirements for candidacy as manual training teachers (a recent action of the Board demanding normal training), will undoubtedly raise the standard of this as well as of other departments.

More than fifteen thousand boys have received the benefits of manual training instruction during the past year. The number of shops has been increased from twenty-three to thirty-four, and the cost of equipment has been reduced from \$1,000 to about \$600. Cost for maintenance has been reduced as follows:

1. Material per pupil per year from 50 cents to 30 cents.
2. Instruction per pupil per year from \$2.50 to \$2.

Allow me to express the thanks I feel for the hearty co-operation of the manual training teachers during the past year, and to the superintendents and principals for support and encouragement and the friendly feelings they have so freely manifested toward my work.

Yours respectfully,

R. F. BEARDSLEY.

Supervisor of Manual Training.

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## REPORT ON THE CHICAGO VACATION SCHOOLS.

*Dr. E. Benj. Andrews, Superintendent of Schools:*

Four vacation schools were opened for six weeks during the summer, at the Haven, Foster, Carpenter and Adams Schools. The Board of Education granted the use of the buildings and equipments, the Woman's Clubs furnishing through private and public subscriptions the money necessary to carry on the work.

Four hundred children, sixty per cent of whom were boys, were cared for in each school. Fifty-nine teachers were employed at a salary of two dollars per day. Thirty of these teachers were from the regular schools of Chicago, seven from outside public schools, seventeen from city private schools, and five unemployed during the year. In addition to these, forty-eight cadets from last year's Normal graduates donated their valuable services to the cause.

The curriculum for which no books were used consisted of manual training for all of the boys—rules, kites, ornamental and useful articles for the homes and school. Sewing for the girls—working buttonholes, darn-

ing hose, mending tears, making aprons and school bags. Gymnastics—recreative, antagonistic and competitive games. Music—soul expression in songs of devotion, patriotism and industry. Art—sketching nature in the fields and from memory, using water colors and colored chalk. Nature study—the study of plant, insect and animal life in its native surroundings. Kindergarten—plays and games with nature's gifts.

To facilitate the work, which was grouped around nature study, the children were taken from their environment once each week, usually to the country, where material was gathered for use in the various departments. On each trip photographs were taken of the prominent features of the country visited, transferred to slides, and projected upon a screen by means of a heliostat. In this way every trip was not only reviewed in its entirety, but many new and interesting facts were brought to light by projection. Geographical features were also very carefully considered on these excursions.

All work in the school room was on the departmental plan, each teacher handling but one subject, and the pupils moved from room to room. The school hours were from nine to twelve, divided into four equal periods. The children congregated in the corridors at five minutes before nine and sang songs, repeated the civic creed and saluted the flag.

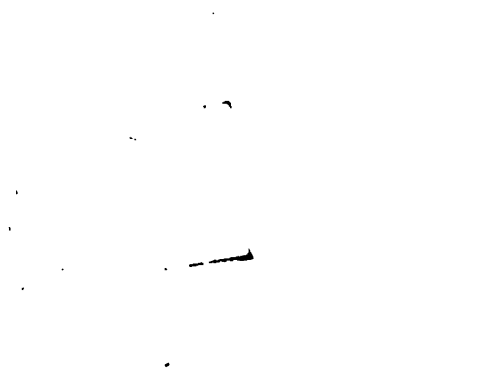
The total cost per pupil for the six weeks, including material, excursions and teachers' salaries, was \$3.15.

Each school and each room in the vacation schools the past summer might well be called an experimental station, as the work was directed with the view of attempting to give the children from congested districts a systematic vacation through interest and impressions.

O. J. MILLIKEN,  
Superintendent of Vacation Schools.



ASSEMBLY HALL—ENGLEWOOD HIGH SCHOOL, STEWART AVENUE AND 62ND STREET.



TABLE

Showing enrollment, membership, attendance and promotions in the several schools, together with the per cent of attendance and the per cent of promotions for the year ending June, 1899:

SCHOOLS.	Enrollment.	Average Daily Membership.	Average Daily Attendance.	Promotions.	Per Cent of Attendance.	Per Cent of Promotions.
Chicago Normal.....	573	504.9	486.3	435	96.3	86.1
Calumet High.....	329	277.0	261.6	223	94.3	80.5
Englewood High.....	1,046	893.0	858.5	600	95.6	66.8
English High & Manual Training	514	467.8	451.2	378	96.6	80.8
Hyde Park High.....	1,501	1,270.4	1,178.4	1,004	92.8	79.0
Jefferson High.....	280	239.2	224.8	212	98.0	92.5
Lake High.....	364	317.3	306.7	240	97.3	75.6
Lake View High.....	1,060	955.9	914.9	765	95.7	80.0
Marshall High.....	583	508.7	481.6	405	95.0	79.6
Medill High.....	579	509.2	488.6	398	96.0	78.2
North Division High.....	544	472.4	450.3	390	95.3	82.5
North-West Division High.....	979	845.8	804.2	601	95.1	71.1
South Chicago High.....	363	321.6	306.5	249	95.9	77.4
South Division High.....	825	719.3	686.8	554	95.5	77.0
West Division High.....	1,156	1,038.0	997.0	884	96.0	85.1
Adams, John Q.....	1,333	1,133.3	1,054.6	869	94.0	76.7
Agassiz.....	1,338	1,183.8	1,124.0	896	94.9	70.6
Alcott.....	1,163	1,027.3	968.4	759	94.2	73.9
Andersen.....	1,666	1,476.0	1,398.4	1,217	94.0	82.5
Armour Street.....	1,357	1,136.7	1,067.9	962	93.9	84.6
Arnold.....	1,329	1,073.1	1,013.1	875	94.4	81.5
Auburn Park.....	925	779.8	716.2	689	91.6	87.6
Audubon.....	1,199	1,051.4	980.6	823	93.1	78.3
Avondale.....	1,176	1,040.4	932.4	735	92.5	89.7
Bancroft.....	1,146	997.8	954.9	666	95.7	66.7
Barnard, Alice L.....	573	503.3	453.9	486	91.2	96.6
Bass, Perkins.....	1,440	1,196.0	1,093.9	901	91.5	75.3
Beale.....	2,115	1,810.0	1,696.0	1,604	93.0	88.6
Belle Plaine Avenue.....	531	467.3	433.7	373	92.8	80.0
Bismarck.....	1,198	1,018.9	954.5	836	93.7	82.0
Bialne.....	1,203	1,050.1	996.5	802	94.9	76.4
Bowen.....	188	159.6	150.8	110	94.5	68.9
Bowmanville.....	255	210.8	193.7	160	94.3	75.9
Bradwell, Myra.....	492	366.4	341.8	276	91.4	78.0
Brainerd.....	773	664.1	623.4	544	93.8	81.9
Brenan, Thomas.....	1,060	824.2	734.5	633	89.1	82.9
Brentano.....	1,400	1,263.5	1,230.8	1,069	97.4	84.8
Brighton.....	1,273	1,069.1	993.2	906	92.9	84.7
Brown.....	1,289	1,072.6	1,009.0	984	94.1	91.7
Brownell.....	708	599.6	551.4	519	91.9	86.6
Bryant.....	900	769.9	723.5	589	91.0	76.5
Buckley.....	412	304.4	265.6	283	87.3	93.0
Burley, Augustus H.....	1,193	992.7	924.9	702	93.2	70.7
Burnside, Ambrose E.....	635	537.9	506.9	478	94.2	88.8
Burr.....	2,060	1,714.5	1,603.5	1,339	98.5	78.1
Burroughs.....	988	784.8	723.2	656	92.1	83.6
Calhoun.....	1,170	1,019.8	950.2	948	98.0	93.0
Calumet Avenue.....	827	697.3	650.8	556	93.3	79.7
Cameron, D. R.....	1,034	931.2	873.4	660	93.7	70.9
Carpenter.....	2,024	1,746.2	1,645.5	1,348	94.2	77.2
Carter.....	975	839.7	781.7	738	91.9	87.9
Central Park.....	855	736.4	683.1	707	92.7	96.0
Chalmers, Thomas.....	1,331	1,122.2	1,041.1	1,052	92.8	93.7
Chase.....	1,156	1,003.1	945.2	790	94.2	78.7
Chicago Lawn.....	774	613.4	572.3	539	93.3	87.9
Clarke.....	1,485	1,301.3	1,243.1	1,099	95.5	84.4

SCHOOLS.	Enrollment.	Average Daily Membership.	Average Daily Attendance.	Promotions.	Per Cent of Attendance.	Per Cent of Promotions.
Clay, Henry.....	450	843.1	816.2	262	92.2	76.4
Colman.....	769	653.2	596.9	478	91.2	73.2
Columbus.....	976	824.5	774.7	556	98.9	67.4
Cooper.....	1,605	1,804.6	1,294.8	928	94.6	71.1
Corkery, Daniel J.....	415	845.0	820.4	297	92.9	86.1
Cornell.....	906	804.3	747.4	607	93.0	75.5
Crerar, John.....	870	721.9	683.0	586	90.0	74.2
Cummings.....	297	242.9	221.3	201	91.1	82.7
Curtis, George Wm.....	1,035	891.8	836.9	665	93.9	74.6
Darwin, Charles R.....	712	624.6	580.4	446	92.9	71.4
Doolittle, Jas. R. Jr.....	1,425	1,183.1	1,087.9	930	91.9	78.6
Dore.....	1,102	721.8	714.5	508	90.2	64.2
Douglas.....	1,468	1,231.4	1,134.6	1,057	92.1	85.8
Drummond.....	1,159	997.9	927.8	777	93.0	77.8
Earle, Charles Warrington.....	838	683.1	618.9	442	90.6	64.7
Eighteenth Street.....	533	452.0	429.1	306	94.9	67.7
Eighty-third Street.....	570	415.1	372.6	289	89.8	69.6
Ellis Avenue.....	363	304.7	282.0	271	92.0	88.9
Emerson.....	988	788.1	733.1	707	93.0	89.7
Ericsson, John.....	1,219	1,045.9	972.9	768	93.0	73.4
Everett.....	954	827.9	770.1	707	93.0	85.4
Fallon.....	1,019	843.6	764.9	650	90.7	77.1
Farragut.....	1,439	1,311.3	1,237.8	1,064	94.9	82.7
Farren.....	171	831.2	766.7	764	92.2	91.9
Fernwood.....	328	275.0	257.0	241	93.4	87.6
Forrestville.....	1,396	1,194.7	1,117.3	933	93.0	69.7
Foster.....	2,242	1,863.4	1,685.8	1,405	90.5	75.4
Franklin.....	1,264	1,148.9	1,076.8	1,105	93.7	96.2
Froebel.....	1,392	1,185.5	1,132.8	896	95.5	74.7
Fuller, Melville W.....	876	732.2	696.9	628	93.8	85.8
Fulton.....	1,041	1,365.7	1,246.9	766	91.3	56.1
Gallistel.....	891	709.9	653.8	633	94.1	89.1
Gallfield.....	1,650	1,368.5	1,275.2	1,065	93.2	77.9
Gladstone.....	836	713.3	674.7	635	94.6	89.0
Goethe.....	1,132	1,028.5	975.4	721	94.8	70.1
Goodrich.....	1,336	1,131.1	1,051.0	915	93.7	80.9
Goudy, W. C.....	775	683.7	637.5	534	93.2	85.4
Graham.....	1,633	1,345.8	1,230.7	1,163	91.4	87.9
Grant.....	917	761.3	713.1	685	93.7	90.0
Greeley, Horace.....	924	819.2	768.0	602	93.7	78.5
Greene, Nathanael.....	1,203	1,032.9	959.5	850	92.9	82.3
Greenwood Avenue.....	948	764.9	704.0	689	92.0	90.1
Gresham.....	530	473.8	442.9	439	94.0	90.6
Hamilton.....	971	865.7	813.3	660	93.9	78.2
Hammond.....	1,736	1,473.6	1,343.7	1,133	91.6	76.9
Hancock.....	822	715.6	685.8	571	93.0	80.0
Harrison.....	1,546	1,256.4	1,169.4	998	93.1	78.6
Hartigan.....	580	419.6	378.9	341	90.2	81.3
Harvard.....	361	294.8	263.4	231	91.1	78.4
Haven.....	1,085	794.1	719.5	664	90.6	83.6
Hawthorne.....	1,823	1,190.9	1,119.5	802	94.0	67.3
Hayes.....	911	734.8	689.4	506	91.5	68.9
Headley.....	731	654.3	620.9	600	94.9	91.7
Healy.....	1,489	1,250.4	1,180.7	992	94.6	74.5
Hedges.....	721	614.8	569.1	399	92.6	64.9
Hendricks.....	958	807.8	749.8	767	92.8	94.9
Hoerner.....	174	130.7	109.5	100	90.7	82.8
Holden.....	2,069	1,695.6	1,577.0	1,179	93.0	69.5
Holmes.....	1,777	1,535.7	1,428.3	1,171	93.0	76.2
Howland, George.....	1,152	950.0	890.4	594	93.7	62.5
Hoynes, Thomas.....	791	619.9	573.1	577	92.4	93.1
Huron Street.....	701	550.3	492.4	430	89.5	73.1
Irving.....	847	791.4	736.9	637	93.1	80.5
Irving Park.....	1,334	1,032.0	964.0	893	93.4	86.5

REPORT OF THE SUPERINTENDENT.

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SCHOOLS.	Enrollment.	Average Daily Membership.	Average Daily Attendance.	Promotions.	Per Cent of Attendance.	Per Cent of Promotions.
Jackson, Andrew.....	1,023	833.0	766.2	697	92.0	88.7
Jefferson.....	901	754.0	710.2	627	94.2	83.1
Jefferson Park.....	431	373.5	343.7	321	92.0	85.9
Jirka, Frank J.....	739	687.5	643.0	656	93.5	95.4
Jones.....	798	550.3	481.9	332	87.5	60.3
Keith.....	730	566.5	512.3	439	90.0	77.5
Kenwood.....	551	453.5	417.9	441	92.1	97.2
Kershaw.....	1,590	1,330.7	1,246.2	966	93.7	72.7
King.....	926	790.1	721.7	600	92.5	76.9
Kinzie.....	576	429.6	389.9	332	90.8	77.3
Knickerbocker.....	1,150	932.4	906.5	711	95.2	74.7
Komensky.....	1,060	945.4	899.5	598	95.0	62.7
Koeciulsko.....	791	605.7	557.9	391	92.1	64.5
Kozminski, Charles.....	800	690.9	639.1	626	93.9	91.9
La Fayette.....	1,674	1,479.5	1,403.5	1,262	94.9	85.8
Langland.....	918	790.7	734.2	632	94.0	80.9
La Salle.....	1,348	1,172.0	1,111.2	971	94.8	82.8
Lawndale.....	592	495.1	460.2	392	93.0	79.2
Lawson, Victor F.....	827	726.1	690.7	506	95.1	69.7
Lewis-Champin.....	1,231	1,065.6	969.1	784	92.8	73.6
Lincoln.....	1,340	1,171.4	1,100.8	850	94.0	72.6
Linne.....	705	599.6	554.7	496	92.5	82.7
Logan.....	1,027	890.1	826.1	642	91.0	72.9
Longfellow.....	821	716.9	678.6	426	94.7	59.4
Lowell.....	1,557	1,230.4	1,163.9	974	95.0	79.2
McAllister.....	1,168	965.6	892.5	705	92.4	73.0
McClellan.....	1,316	1,091.4	1,034.7	927	94.8	87.7
McCosh.....	1,067	935.2	854.5	662	91.0	82.2
McLaren, John.....	1,226	1,032.4	961.6	971	93.1	94.0
McPherson.....	988	874.0	821.0	728	94.0	83.3
Madison Avenue.....	974	827.5	768.6	775	92.9	93.7
Manierre.....	1,026	894.9	836.3	753	95.4	84.1
Mann, Horace.....	839	715.6	663.2	624	96.0	87.2
Marquette.....	1,557	1,224.0	1,242.1	1,115	93.8	84.2
Marsh, J. L.....	857	290.2	267.7	260	92.2	89.6
Marshall.....	857	735.0	633.0	631	93.0	85.8
Medill.....	951	803.2	735.6	575	95.0	71.6
Mitchell, Ellen.....	1,896	1,626.9	1,492.3	1,241	91.2	82.4
Montefiore.....	1,196	950.8	870.2	560	91.5	58.9
Moos, Bernhard.....	581	514.2	485.5	432	94.4	84.0
Morris.....	1,179	1,016.6	960.5	734	94.5	72.3
Moseley.....	1,434	1,080.7	976.3	704	90.3	65.2
Motley.....	1,000	851.6	822.9	544	91.0	61.7
Mulligan.....	1,372	1,079.5	1,017.7	859	94.3	77.7
Nash, Henry H.....	1,057	928.7	866.3	701	93.0	75.5
Nettelhorst, Louis.....	1,195	1,060.7	1,010.2	914	95.3	86.1
Newberry.....	1,414	1,235.2	1,255.6	930	94.6	67.8
Nixon, Wm. Penn.....	1,048	894.5	806.1	714	91.3	80.9
Normal Practice.....	575	484.1	456.8	520	91.0	107.4
Norwood Park.....	230	184.4	170.9	170	93.7	93.2
O'Toole.....	964	815.6	754.5	426	94.1	52.2
Oakland.....	810	634.6	579.8	506	91.4	79.6
Oakley Avenue.....	478	533.4	506.1	429	94.9	80.4
Oak Ridge.....	563	466.2	428.1	379	91.8	80.6
Oak Street.....	901	750.0	709.7	598	94.6	79.7
Ogden.....	1,075	832.8	811.5	728	93.0	82.5
Parkman.....	1,225	1,102.0	1,019.8	866	92.5	78.6
Park Manor.....	522	439.1	405.3	338	92.3	77.0
Parkside.....	619	538.8	491.6	420	92.1	78.7
Peabody.....	1,069	879.6	822.6	464	93.5	52.7
Polk Street.....	1,386	1,157.4	1,061.9	953	93.5	82.3
Prescott.....	1,269	956.2	893.2	693	92.6	72.5
Pulaski.....	1,049	865.2	793.2	712	91.7	82.3
939	749.9	693.8	693.8	514	92.5	68.5

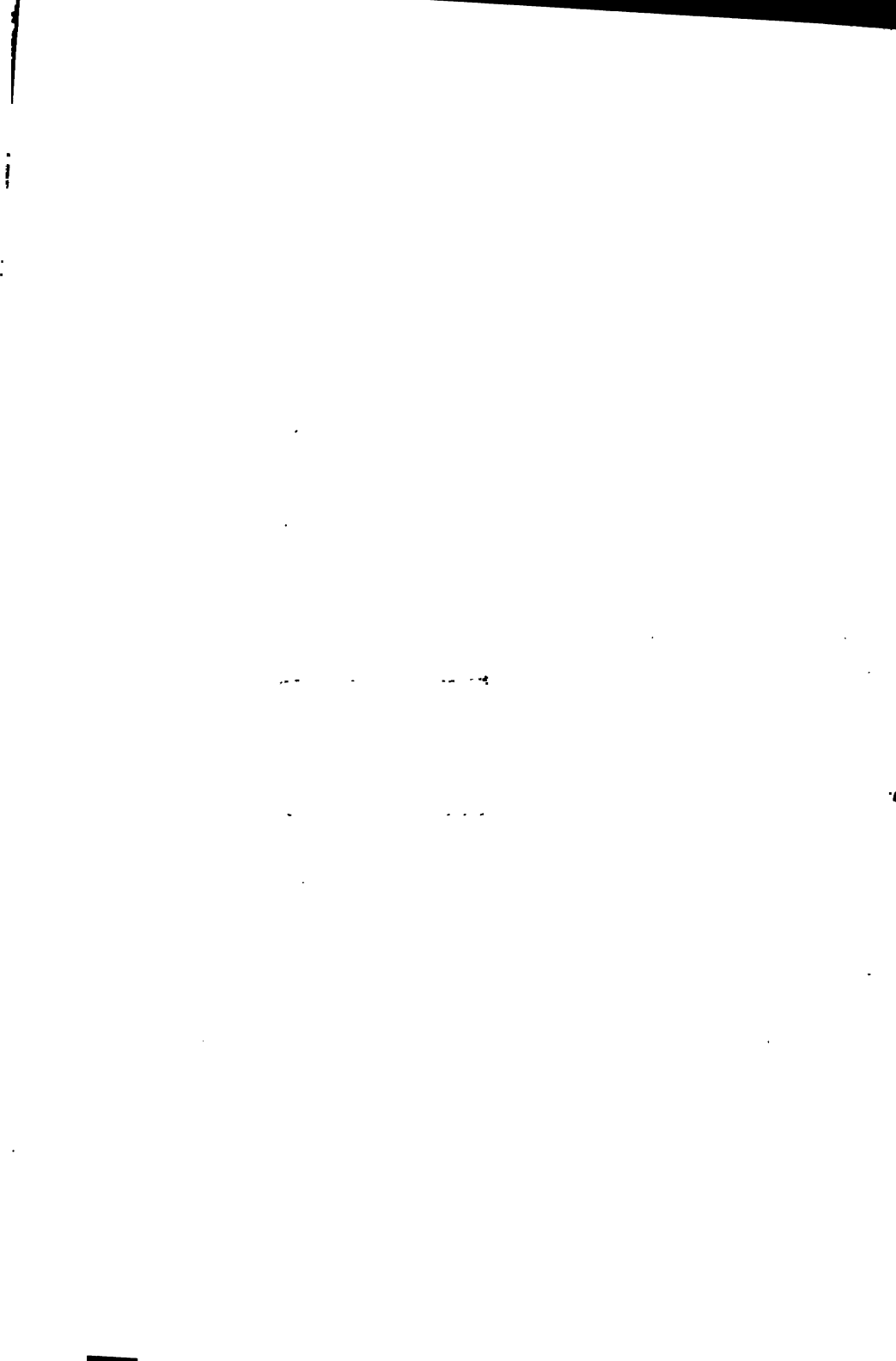


SCHOOLS.	Enrollment.	Average Daily Membership.	Average Daily Attendance.	Promotions.	Per Cent of Attendance.	Per Cent of Promotions.
Pullman.....	1,411	1,904.2	1,109.5	1,007	92.1	83.6
Raster, Hermann.....	656	581.4	494.0	888	93.0	73.0
Ravenswood.....	1,188	1,089.9	973.6	751	93.6	72.2
Ray.....	1,050	901.2	896.4	818	92.8	90.8
Raymond.....	1,073	885.9	811.4	766	91.5	86.5
Riverdale.....	169	128.1	120.0	101	98.6	78.8
Rogers.....	788	630.8	582.9	534	94.2	84.7
Rogers Park.....	683	577.5	588.5	496	92.9	85.9
Rose Hill.....	183	149.2	134.8	123	90.3	82.4
Ryerson.....	1,144	963.3	900.8	737	93.5	76.6
Seammon.....	1,007	780.0	712.1	710	91.3	90.1
Seaman.....	751	652.4	601.0	523	92.1	80.2
Schiller.....	1,316	1,072.0	994.4	876	93.8	83.0
Schneider, George.....	1,081	958.2	882.2	618	92.0	64.5
Scott, Walter.....	725	617.7	565.8	539	91.6	87.2
Seward.....	1,180	1,004.2	935.9	844	93.2	84.0
Sheldon.....	690	508.9	467.7	486	91.0	85.6
Sheridan, Mark.....	1,087	870.4	798.5	612	91.7	70.3
Sheridan, Phil.....	1,326	1,081.8	917.0	701	90.0	66.7
Sherman.....	1,538	1,311.1	1,196.7	1,044	91.3	79.6
Sherwood.....	1,406	1,210.7	1,129.9	1,005	93.3	83.0
Shields.....	756	608.5	545.3	500	93.0	82.6
Skinner.....	1,488	1,101.6	1,005.3	864	91.3	78.4
Smyth, John M.....	1,873	1,161.1	1,085.7	980	93.5	84.4
Springer.....	802	659.1	618.3	526	93.8	79.8
Stony Island Avenue.....	277	219.1	208.8	171	92.6	78.0
Sumner.....	1,201	1,033.2	960.3	860	93.4	83.2
Swing, David.....	992	852.7	797.1	608	93.5	70.7
Talcott.....	1,254	1,049.4	982.5	835	93.6	79.5
Taylor.....	654	557.4	524.1	447	94.0	80.2
Tennyson.....	1,017	855.3	795.9	635	93.0	74.2
Thomas, George H.....	759	657.7	615.5	442	93.5	67.2
Thorp, J. N.....	1,064	862.9	773.9	534	89.7	96.7
Throop.....	1,066	924.1	869.7	586	94.1	63.4
Tilden.....	908	712.2	651.5	572	91.5	80.3
Tilton.....	906	727.8	707.3	671	97.2	92.2
Trumbull, Lyman.....	850	727.5	682.4	533	93.8	73.2
Van Vliissingen.....	1,135	978.8	896.9	839	91.6	85.7
Von Humboldt.....	2,206	1,912.1	1,817.5	1,752	95.1	91.6
*Wabansia Avenue.....	11	72.5	68.7	192	94.8	264.9
Walsh.....	1,561	1,318.9	1,282.7	1,082	93.5	82.0
Ward.....	1,107	890.2	823.5	650	92.5	73.0
Washburne.....	1,685	1,366.1	1,231.5	1,191	90.0	87.0
Washington.....	1,151	968.8	898.4	777	92.7	80.2
Webster.....	960	813.5	756.4	616	92.0	75.7
Wells.....	1,887	1,629.6	1,535.7	1,141	94.2	70.0
Wentworth, D. S.....	1,529	1,330.9	1,220.5	992	91.7	74.5
West Pullman.....	836	694.7	640.8	587	92.2	84.5
Whittier.....	1,132	899.6	864.6	845	96.1	93.9
Wicker Park.....	1,309	1,190.3	1,141.0	1,022	95.8	85.8
Willard, Frances E.....	699	612.5	568.2	536	92.6	87.5
Woodlawn.....	1,257	1,088.9	956.4	828	92.1	79.7
Worthy, John.....	645	110.0	110.0	289	100.0	262.7
Yale.....	946	816.0	754.0	652	92.4	80.0
Yates, Richard.....	1,223	1,092.9	1,041.1	905	95.3	82.8
Totals.....	242,807	204,731.4	190,842.8	162,267	93.2	79.3

\* Opened in May.



REAR VIEW NORMAL PRACTICE SCHOOL.



**APPENDIX.**





KINDERGARTEN ROOM—O'TOOLE SCHOOL, 48TH AND BISHOP STREETS.



## FOSTER DIPLOMAS.

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The following pupils were awarded Foster Diplomas at the close of the schools for 1898-9, as follows:

**ADAMS, JOHN Q.:**

Ruth Knight,  
Ilmi Maria Lamroth,  
Katharine C. Weber,  
Josephine Lofgren,  
Emil Nelson.

**AGASSIZ:**

Lillian Schwy,  
Edward Hermann,  
Anna Anderson.

**ALCOTT:**

Ethel Huntington,  
Elsie Ryckoff,  
Annie Sullivan,  
Edwin Greifenhagen,  
Ellis Valentine,  
Mabel Busch.

**ANDERSEN:**

Wilhelmina C. Schoenwerk,  
Janet Alice Lev,  
Thomas Bertram Torgerson,  
Rose Emeline Casper,  
Samuel Schein,  
Lydia Anna Lambin.

**ARMOUR STREET:**

Arthur Wahlgren,  
George J. Ahern,  
Margaret E. Gilligan,  
Oscar Soderberg.

**ARNOLD:**

Mildred L. Peak,  
Blanche A. Gardner,  
Mamie L. Mulfinger.

**AUBURN PARK:**

Lulu Glick,  
Howard Baker,  
Arthur Blocki.

**AUDUBON:**

Ella Ring,  
Stella Wilhelm.

**AVONDALE:**

W. F. Ivan Howell,  
Frances Leckband.

**BANCROFT:**

Helen Klager,  
Margaret Hagen,  
Harriet Rannpage,  
Lena Gorsky,  
Meda Dold.

**ALICE L. BARNARD:**

Harold W. Dorn,  
Fred C. Minuth.

**PERKINS BASS:**

Gaynell Elliott,  
Elsie Genee,  
Hulda Akerholm.

**BEALE:**

Alma Jensen,  
Nellie E. Mills,  
Archie T. Aurich.

**BISMARCK:**

Mira Rasmusson,  
Minnie Reinhardt.



**BLAINE:**

Annie E. Nelson,  
Lydia R. Sheall,  
Henrietta Reineke.

**BOWEN:**

Huldah Spilger,  
Raymond Schlosser,  
Helen Morton Heath,  
Leta E. Leach.

**BOWMANVILLE:**

Diana R. Hilfer.

**BRADWELL, MYRA:**

Adella Wohler,  
Ida Falls,  
George Kirkpatrick.

**BRENAN, THOMAS:**

Jessie Farr.

**BRENTANO:**

Irene M. Parsons,  
Edith Cooper,  
Emma E. Weigand,  
Talma Parsons,  
Louisa V. Knoke,  
Charlotte Pagel.

**BRIGHTON:**

Katherine A. Klein,  
Aimee M. Denter,  
Walter T. Perkins.

**BROWN:**

Genevieve M. Brickwood,  
Vera R. FitzSimmons,  
Ruth J. Spaulding,  
Bessie Adele Bonner,  
Jessie Cherry,  
Esther Krueger,  
Kathryne Johnson,  
Alice Chandler,  
Archibald Wengler,  
Gertrude Goldman.

**BROWNELL:**

Florence Sawtell,  
Linda M. Roehl,  
Renetta P. Salter.

**BRYANT:**

Robert Havlik.

**BURLEY, A. H.:**

Daisy M. Mosher,  
Elisabeth Heiden.

**BURNSIDE A. E.:**

Viola L. Grosjean.

**BURR:**

Emil Schimke,  
Bernardine Mendelsohn,  
Clara Skibbe,  
Bessie Aaron,  
Inger Thompson.

**BURROUGHS:**

Frankie Hazen,  
Irene Lamb.

**CALHOUN:**

Mata Buckholtz,  
Lillie McCarthy,  
Catherine Owens,  
Grace Beeny,  
Lillian Warner,  
Minnie Douglas,  
Etta Flood,  
Edith Osinga.

**CALUMET AVENUE:**

Irene E. Morgan,  
Alice H. Morgan.

**CAMERON, D. R.:**

Reinhold H. Schmidt,  
Augot Hetlesater,  
Evangeline L. Filer.

## CARPENTER:

Lettie S. Amundsen,  
David P. Chindblom,  
Blanche A. Clarke,  
Amanda E. Graumann,  
Jennie H. Hansen,  
Bessie J. Jacobs,  
Jennie C. Larson,  
Henrietta Nielsen.

## CARTER:

M. Irene Forbes,  
Caroline E. Townsend,  
Minnie Rauch,  
Marguerite Ryan.

## CENTRAL PARK:

Alice E. Maddock,  
E. Albertie Hunt,  
Grace Patterson,  
Lois Saunier.

## CHALMERS, THOMAS:

Minnie E. Smith,  
Sigrid C. Leander,  
Blanche Adele Richer,  
Delia Irene Raddle,  
Gladys M. Wood,  
Isabella M. Simpson.

## CHASE:

John F. Roser,  
Mary C. Peterson.

## CHICAGO LAWN:

Florence M. Collins,  
Nellie M. Kaufman,  
Edith W. Packer.

## CLARKE:

George T. Carroll,  
Bertha A. Hesse,  
Amelia Morava,  
Otto Shatzkis.

## CLAY, HENRY:

Mary McDonald.

## COLMAN:

Lucile M. James,  
Adolph Friedmann.

## COOPER:

Frank Joseph Tlapa,  
Alice E. Wilson.

## CORKERY, D. J.:

Blanche E. Patnoe,  
Laura C. Doan.

## CORNELL:

Laura M. Turner,  
Valentine K. McPherson,  
Amelia Nelson.

## CRERAR, JOHN:

Nannie Cook,  
Hazel Holmes,  
Josephine Metz.

## CUMMINGS:

Cassie Tierney.

## CURTIS, GEORGE WILLIAM:

Walter Oman,  
Mamie Fiddelke,  
Emma Hanusch.

## DARWIN, CHARLES:

Laura M. Levit,  
Oscar F. Modene.

## DOOLITTLE, J. R., JR.:

Katharine Crane,  
Emily C. Moore,  
Herbert H. Storms,  
Janet M. Luske,  
Helen Todd.  
Fanny Rauh.

## DORE:

Margaret Doss,  
Albert G. Williams.

## DOUGLAS:

Agnes Baker,  
Helen Blum,  
Medora Googins,  
Aaron Miller,  
Marion Milne,  
Harry Hillman,  
Paul Westburg.

## EARLE, CHARLES W.:

Ida Johnson.

## EMERSON:

Irene Tiffany,  
Esther M. Reeve,  
Margaret A. McIntyre,  
Renata Russe.

## ERICSSON, JOHN:

Ada Wheaton Dexter,  
Ora A. Dresbach,  
Helen Mar Miller,  
Charlotte Beatrice Beckman.

## EVERETT:

Bessie C. Dalrymple,  
Mary E. Carter.

## FALLON:

Catherine F. McGeoghegan,  
Katie J. Connors.

## FARRAGUT:

Rosa Anna Rada.

## FARREN:

Bessie F. Knights,  
A. Laura Frisbie,  
Celia E. Fassbinder.

## FERNWOOD:

Emily Augusta Gabel.

## FORESTVILLE:

John Emery Sawyer,  
Eva Hoey Ransome,  
Blanche Pauline Playford,  
Clara Elizabeth Sargent,  
Pearl Kiper,  
Grace Emily Tinker.

## FRANKLIN:

Clara Hennings,  
Minnie Johnson,  
Evalyn Allmendinger,  
Elsie Jacobson,  
Blanche Hughes,  
Ella Hertlein,  
Esther Regnholz,  
Lottie Tobin,  
Agnes Walsh,  
Curt Karpe,  
Emma V. Seymour,  
Albert F. Alles.

## FROEBEL:

Ida M. Leslie,  
Rudolph F. Hadrich,  
Lillian M. Mees,  
Josie J. Cech,  
Lulu L. Benson,  
Matilda I. Eisenlohr,  
Lillie N. Hallgren,  
William S. Maynard.

## FULLER, MELVILLE W.:

Jeannette Laura Myers,  
Harriet A. Harrell,  
William Odell Shepard,  
Florence Minier Spears,  
Jessie B. Webber.

## FULTON:

Florence Cassidy.

## GALLISTEL:

Elizabeth A. Gaffney.

## GARFIELD:

Elizabeth Keller,  
Eddie Jacobs,  
Jennie Brody,  
Annie Simon,  
Hymen Moment.

## GLADSTONE:

Katie A. Krauel,  
Helen P. Bonthron,  
Emma Hambacher,  
Herbert Prothero,  
Elsie Wallace.

## GOETHE:

Harriet Kehm,  
Anna Bagger,  
Rosamond Quinn.

## GOODRICH:

Bettie Weinstock,  
Annie L. Jost,  
Katie Berkman,  
Rose Cohen.

## GOUDY, W. C.:

Luella E. Buckley,  
Frances Ely Smith,  
Blanche B. Moore.

## GRAHAM:

Eabel C. Putnam,  
Alice G. Sheahan,  
Ada Mae Kaplan,  
August Eerebout,  
Margaret Anna Grady,  
John J. Kayden.

## GRANT:

Stella Louise Debbio,  
Ruth Edna Allen,  
Dency Belle Copeland.

## GREELEY, HORACE:

Gustie Cramer,  
Arthur Lindgren,  
Anna Evert.

## GREENE, NATHANIEL.

Myrtle A. Woodward,  
Harriet M. Maronde,  
Carl C. Sorensen.

## GREENWOOD AVENUE:

Blanche Williams,  
Florence A. Crocker,  
Mildred Althea Deane,  
Helen M. Jamieson,  
John M. Richardson Lyeth,  
Guy C. Sandall.

## GRESHAM:

Fleta Mabel Wheeler,  
Olive May Wilson,  
Cora G. Deters.

## HAMILTON:

Guy M. Blake,  
Ida K. Jacobs.

## HAMMOND:

Blanch Elizabeth Mazanec,  
Mary Agnes Slama.

## HANCOCK:

Annie M. Larson,  
Peter J. Corrigan.

## HARVARD:

Alta May Coultas.

## HARRISON:

Matilda Fenner,  
Sadie B. Draper,  
Caroline M. Anderson,  
Marie L. Baenziger.

## HAVEN:

Annie M. Seitz,  
Janet A. Wright.

## HAWTHORNE:

Mary Emma Hanson,  
Anna Winona Koelsch,  
Esther Adeina Johnson.

## HAYES:

Chester S. Heath,  
Nellie May Syme.

## HEADLEY:

Ivy B Neel,  
Julia F. Seibert,  
Henrietta A. I. Probst,  
Carrie Degen,  
Walter J. H. Leverentz,  
Emil A. Paschke,  
Lucy E. Lieb.

## HEALY:

Lulu Tanner,  
Albert J. G. Gillet.

## HENDRICKS:

Anna M. Koldenberg,  
E. Avis Hart,  
Geogee Labine,  
Mary E. Kavanagh.

## HOLDEN:

Elizabeth M. O'Brien,  
Annie M. Prendergast,  
Annie D. Grogan.

## HOLMES:

Lulu E. Hanlin,  
Margaret L. Claussen,  
Earl Ray Beardsley,  
Madeline Keil,  
Maggie E. Oliver,  
Gladys Vance.

## HOWLAND, GEORGE:

Myrtle M. Postle,  
Florence E Cone,  
Frank W. Munson,  
M. Pauline Hildebrandt,  
Lillian M. Ziemsen.

## HOYNE, THOMAS:

Cora Unibell Hancock,  
Gertrude M. Keith,  
Frank Raymond Larmore,  
Henrietta Suchier,  
Marie Ellenora R. Stoesser,  
Edith Marie Browne.

## IRVING:

Edith Leota Snyder,  
Frieda F. E. Edeler,  
May Agnes C. Madden,  
Lloyd Allan Munger,  
Hilda Maria Hintze.

## IRVING PARK:

Ada Johnson,  
Emma M. Primrose,  
Homer R. De Witt.

## JEFFERSON:

Leo W. C. Hilgendorf,  
Loretto M Tscheinen,  
Theresa A. Cleary.

## JEFFERSON PARK:

Ella Westpfahl,  
Frances Esdohr.

## JONES:

Anna Sophia Wendell.

## KEITH:

Nellia A. Stone,  
Bettie J. Lawson.

## KENWOOD:

Carmen Mabie,  
Anna Schulte.

**KERSHAW:**

Annie Crouch,  
Ethel Meagher,  
Minnie Schroeder,  
Grace Nelson.

**KING:**

Elva White,  
Ruth Bergman,  
Ralph Stout.

**KNICKERBOCKER:**

Carlotta Sinek,  
Katie Brumund,  
Alfred Paul Haake,  
Bessie Crowley,  
Irene Winter,

**KOZMINSKI, CHARLES:**

Bessie L. Walker,  
Anna C. Cronin,  
Henrietta Hough,  
Nona E. Richards.

**LA FAYETTE:**

Louis C. Wind,  
Clinton C. Schmelzel,  
Flora E. Fischer,  
Walter E. Cuneo.

**LANGLAND:**

Charles Steiner,  
Ella Madsen,  
Charles R. Pashley.

**LA SALLE:**

Harold Atteridge,  
Howard Bishop,  
John Slack,  
Lizzy Lund,  
Alice Noyes,  
Marie Katzenberger.

**LAWNDALE:**

Nellie B. Carroll,  
Mary E. Stratton,  
Ethel Rumrill.

**LAWSON, VICTOR F.:**

Elsa Rebecca Bose,  
Alice A. Keane.

**LEWIS-CHAMPLIN:**

Edna M. Weldon,  
Alice Helen Montague,  
Eorgia J. Stough,  
Aimee W. Doolittle,  
Mary Elizabeth Ireland,  
Walter Reeves Harness,  
Eswald Pettet,  
Viola Van Horn.

**LINCOLN:**

Alma C. Eizinger,  
William A. Nelson,  
Joseph B. Seaman,  
Harry O. Marietta,  
Walter Kersten.

**LINNE:**

Minnie C. M. Borggren.

**LOGAN:**

Justine M. Saugman,  
Arthur Anderson,  
Clara H. Krause.

**LOWELL:**

Samuel Clausen,  
Elizabeth M. Morris,  
Rosa Studtmann,  
Ellen Marie Scherbarth,  
Louise M. Hansen,  
Lottie MacDonald,  
Lillian H. Peterson.

**MCALLISTER:**

Mary F. Connor,  
Anna M. Srybr,  
Josephine A. Johnson.

**MCCLELLAN:**

William T. F. Hooper,  
John Ehm,  
Charles Edward Shejnoha,  
Mary Grace Kinning.

**McCosh:**

Irene Pennington,  
Harold K. Copenhagen,  
Harold A. McDonald,  
Lucy Pearl Mathews.

**McLaren, John:**

Louise St. John Booth,  
May Anna Hess,  
Clara Myrick,  
Grace Agnes Templeton,  
Jennie V. Ginsberg,  
Lizzie Dale McColl.

**McPherson:**

Alma P. Chapman,  
Alice Keith,  
Ethel Runngren,  
Ethelynn E. Bate.

**Madison Avenue:**

Archie Cameron,  
Frank R. Wright,  
Charlotte E. Boyes.

**Mann, Horace:**

Bertie Markham,  
Isabella McIntyre,  
James Brady.

**Marquette:**

Ethel M. Shonk,  
Florence Baker,  
Richard James Finnegan, Jr.  
Sarah Keese Arnold,  
Eva Carolyn Diamond,  
Hilda Eisinger,  
Ella M. Robertson,  
Zoe Ella Fisk,  
Elsie M. Johnson.

**Marsh, John L.:**

Annie M. Ewart.

**Marshall, John:**

Clara Sutcliffe,  
Grace Swarts,  
Arlisle Mather,  
Nellie E. Miller,  
Holmes A. Shepard,  
Bessie Price,  
Margaret Shumaker.

**Medill, Joseph:**

Lillian Chornobilsky,  
Mollie Hayes.

**Mitchell, Ellen:**

Gertrude Wiersema,  
Arthur N. J. Nagler,  
Hazel Ormsby,  
Mae A. E. Bacon,  
Lulu Moore,  
Irene Bodett,  
John Cyrus Dalton.

**Montefiore:**

Lorine M. Udem,  
Agnes M. Blomstad.

**Morris:**

Cora Weber,  
Alice Sundell,  
Joseph Chinlund.

**Moseley:**

Margaret Klicker,  
John L. Mitchell,  
Lola M. Thanasse,  
Myrtle Atchison.

**Nash, Henry H.:**

Magna Marie Ankerson,  
William Louis Anderson,  
G. Paul Goettche,  
Ella Ruth Gulickson.

## NETTELHORST, LOUIS:

Harry L. Shaver,  
R. Clifford Hall,  
Mabel A. Koch,  
Irving Randall,  
Everett Demming.

## NEWBERRY:

Dorothea J. S. Pietsch,  
Carl F. Wagner.

## NIXON, WILLIAM PENN:

Edward W. Sievert,  
Alice M. Balch,  
Chris. B. Hanson.

## NORWOOD PARK:

Lora A. Rich.

## OAKLAND:

Irma H. Hiller,  
Florence Josephine Heveran,  
Daniel Bertram Spillard.

## OAK RIDGE:

Ruby L. Young,  
J. Gale Willitts.

## OGDEN:

Laura Shadinger,  
Edith Standen,  
Walter Stern,  
Virginia Keith,  
Kathryn Riley,  
Frances P. de Cou,  
Alice Smalley,  
Eleonore Lichtenberger.

## PARKMAN:

Robert E. Doherty,  
Anna H. Johnson,  
Mary K. Brennan,  
Florence E. Callahan,  
Anna B. M. Whitney.

## PARK MANOR:

Mabel Brackenridge,  
Edna Pratt.

## PARKSIDE:

Anna Carlson.

## PRESCOTT:

Daisy Boehm,  
Elsie Voight.

## PULLMAN:

Lora Teach,  
Eugene Vollman.

## RASTER, HERMANN:

George Spencer Monk,  
Mamie Sievers.

## RAVENSWOOD:

Florence Bruns,  
Pauline M. Batchelder,  
Jennie Fresell,  
Nettie Richards,  
Nazel Meek.

## RAY:

Katharine Slaughter,  
Ruth Olmsted,  
Sverre Kallum,  
Edith Smith,  
Ernestine Case,  
Marian Dunlap,  
Grace Green.

## RAYMOND:

J. Harvey Weinschenk,  
Rose L. Weinfeld,  
Solomon Rosin,  
Amelia Scheld.

## RIVERDALE:

Naomi Bertha Grant.

## ROGERS PARK:

Blanche B. Lawson,  
Bertha E. Muno,  
Phil W. Brockhaus,

## ROSE HILL:

Hildur E. V. Swanson.



- RYERSON:**  
 Mary E. Terrell,  
 Helen Louise Jones.
- SCAMMON:**  
 Jennie Noelle,  
 Bertha Hamann,  
 Rosie Schoen.
- SCANLAN:**  
 Jennie Marie Hansen.
- SCHILLER:**  
 Violet E. Raible,  
 Ingeborg Elizabeth Fredrickson,
- SCOTT, WALTER:**  
 Cora Larsen,  
 Isabel D. Annan,  
 Georgina B. Spooner.
- SEWARD:**  
 Etta Hoffman,  
 Samuel Schuman.
- SHERIDAN, MARK:**  
 Alice M. Ryan,  
 Ella L. G. Monahan.
- SHERIDAN, PHIL:**  
 Trinnie Aylesworth,  
 Wilber Bacon,  
 Maidalene Lewis.
- SHERMAN:**  
 Ella V. Geddes.
- SHERWOOD:**  
 George Sexton,  
 Florence Davies,  
 Louise Triebner,  
 Nina Moberly,  
 Evelyn MacArthur,  
 Eugene League.
- SHIELDS:**  
 Hattie Newman.
- SKINNER:**  
 Anna J. Morrow,  
 Tonie Dewar,  
 Josephine Beery,  
 Percival N. Rice,  
 Adaline L. Lobdell.
- SMYTH, JOHN M.:**  
 Rose, Jacobs,  
 Jacob Weinberg,  
 Bernard Braude,  
 Ida Shane,  
 Sarah E. Palnitski,  
 Jennie Buckman.
- SPRINGER:**  
 Roberta Hudson,  
 Carrie Oschatz,  
 Daniel W. Westervelt.
- STONY ISLAND AVENUE:**  
 Jennie Grace Chadwick.
- SUMNER:**  
 Kenneth McNiven,  
 Anna Clawson,  
 Edna Walker.
- SWING, DAVID:**  
 Sadie C. Nelson.
- TAYLOR:**  
 Freda P. Zobel,  
 Adolph Jorgensen.
- TENNYSON:**  
 Grace Loring Woodcock,  
 Julia Stetson Main,  
 Clara Wallace,  
 Mildred S. Lechler.
- THOMAS, GEORGE H.:**  
 Ida E. Strezynski.
- THORP, J. N.:**  
 Albert Charles Westergreen.
- THROOP:**  
 Frank Novy,  
 Mary Churan,  
 Julia A. Brejcha.

## TILDEN

Katharine L. Ogden,  
Marguerite Newton Munn,  
Minnie Rose Louisa Snell,

## TILTON:

Washington I. McTague,  
Lulu Moore.

## VAN VLISSINGEN:

Peter A. Hoekstra,  
Anton Kniper,  
Katie Dekker.

## VON HMMBOLDT:

Genevieve Rogers,  
Olive Madsen,  
James Ingham,  
Mabel Johnston,  
Irene Simpson,  
Katie Scheps,  
Bertha Stenson,  
Helen Kraus,  
Reuben Schutz,  
Juliet Meissner,  
Lillian Simons.

## WALSH:

Daisy Witt,  
Angeline Milles,  
Selma Behrend.

## WASHINGTON:

Jennie Andersen,  
Inga C. Hansen,  
John O. Olsen.

## WEBSTER:

Edna Verena Schmidt,  
Cecelia Silverstein,  
Susie M. H. Watson.

## WELLS:

Irene D. Maloney,  
Clara M. Christiansen,  
Sophie Kaletta,  
Emilie O. Seidel,  
Alvin L. Alberti,

## WENTWORTH, D. S.:

Jennie Harrison,  
Grace King.

## WEST PULLMAN:

Frances Carver,  
Charles M. Hanson,  
Helen R. Orr.

## WICKER PARK:

Selina Petersen,  
John Hanson,  
Frances Lieberman,  
Elvira Burwash,  
Walter Benson,  
Theresa Nelson.

## WILLARD, FRANCES E.:

Jesse Wilcox,  
Lola Mae Buckingham,  
Hazel R. Weinberg.

## WOODLAWN:

Bessie McDuffie,  
Catherine Cronican,  
Ethel Barry,  
Zoe Bahm,  
Nina O'Sullivan.

## YALE:

Julia Short,  
John Lamb,  
Harold Sanford,  
Helen Shaul.

## YATES, RICHARD:

Emma Hansmann,  
Carrie K. Hanson,  
Alma Traugott,  
Margaret Janette,  
Walter Hawes.

SCHOOL SITES—LOCATION, SIZE, VALUE OF LOTS AND IMPROVEMENTS.

SCHOOLS.	LOCATION.	When Erected.	No. of Sittings.	Size of Lot.	Value of Lot.	Value of Furniture and Improvements.	Total Value.
English High and Man. Training	Nos. 128-128 9, Jefferson st.	1887	743	244.8 x 589	Rented. \$ 43,200	\$ 30,685	\$ 30,685
Englewood High	Stewart av. to Princeton av., bet. Englewood av. and W. 51st pl.	1898	1,056	250.88 x 175.8	.....	96,750	191,895
Englewood High Addition	Kimberly av., w. f., bet. 56th and 57th sts.	1898	1,056	250.88 x 175.8	.....	65,945	166,800
Hyde Park High	W. Wilson av., from N. 46th av. to N. 47th av.	1883	260	270 x 250	.....	141,800	34,000
Jefferson High	S. E. cor. Union av. and W. 47th pl.	1886	417	217 x 125	.....	62,870	75,880
Lake High	N. E. cor. Irving Park Blvd. and N. Ashland av.	1893	993	392 x 160.85	.....	201,120	290,269
Lake View High	N. E. cor. Wells and Wendell sts.	1883	741	250.55 x 108.95	.....	70,660	107,120
North Division High	N. E. cor. N. Claremont and Potomac avs.	1892	1,119	269 x 124	.....	161,950	173,060
Northwest Division High	S. W. cor. 26th st. and Wabash av.	1884	683	181.25 x 157.08	.....	94,705	149,885
South Division High	S. W. cor. W. Congress and Honore sts.	1886	1,243	Irregular	.....	164,820	216,072
West Division High	Townsend st., w. f., bet. Chicago av. and Locust st.	1896	1,126	295 x 125.31	.....	70,000	90,030
Adams	S. W. cor. Diversey and Seminary avs.	1877	770	400 x 120	.....	24,285	164,080
Agassiz	N. E. cor. Wrightwood av. and Orchard st.	1883	462	.....	.....	38,185	96,870
Alcott	N. E. cor. Austin and N. 50th avs.	1883	1,128	250 x 150	.....	45,000	182,160
Amerson (closed)	N. E. cor. Burlington and Center sts.	1896	Closed	175 x 120	.....	4,200	4,650
Amerson Annex (closed)	Butler st., w. f., bet. 90th and 81st sts.	1891	451	126 x 905.6	.....	550	9,400
Andersen	Cornelia st., from N. Hamilton av. to N. Hoyne av.	1894	1,104	264 x 175	.....	31,500	145,780
Andersen Addition	S. E. cor. N. Sawyer av. and W. Wellington st.	1895	726	315.5 x 109.8	.....	58,530	21,800
Andersenville Br. W. C. Goudy	Foster av., from N. Ashland av. to Clark st.	1898	227	333 x 117.48	.....	10,500	93,706
Armour Street	S. E. cor. Armour st. and Bickerdike square.	1879	1,242	170 x 150	.....	81,760	122,625
Arnold	N. E. cor. Burling and Center sts.	1894	1,184	198 x 124	.....	28,115	39,470
Auburn Park	Butler st., w. f., bet. 90th and 81st sts.	1891	451	126 x 905.6	.....	94,510	145,780
Audubon	Cornelia st., from N. Hamilton av. to N. Hoyne av.	1894	1,104	264 x 175	.....	5,000	82,275
Avondale	S. E. cor. N. Sawyer av. and W. Wellington st.	1895	726	397.26 x 125.25	.....	73,985	53,455
Avondale Branch	S. E. cor. Diversey and Milwaukee avs.	1880	178	228.8 x 186.2	.....	45,155	18,810
Banoroff	N. Maplewood av., e. f., bet. Wabansia and W. North avs	1892	1,012	223 x 125	.....	11,000	90,010
Barnard, Alice L.	W. 104th st., from Chicago to Church sts.	1893	810	387 x 802.9	.....	8,300	79,050
Bass Perkins	N. W. cor. S. May and W. 66th sts.	1895	1,126	196.82 x 124.57	.....	4,900	82,795
Beale	N. E. cor. S. Sangamon and W. 61st sts.	1892	1,624	299.5 x 125	.....	131,350	142,750
Beaubien Br. of D. R. Cameron	N. W. cor. N. 41st ct. and Hirsch st.	1894	216	192 x 125.75	.....	6,575	15,800
Belle Plaine Avenue	S. W. cor. N. Leavitt st. and Belle Plaine av.	1893	209	225 x 124.16	.....	6,750	19,070
Bismarck	N. W. cor. N. Central Park and Armitage av.	1896	1,098	266.5 x 149.05	.....	10,800	87,610
Blaine	N. E. cor. Grace and Janssen sts.	1893	1,155	250 x 125.1	.....	18,500	78,980

Bowen.....	N. E. cor. Houston av. and 93rd st.....	1876	553	171.3	x 140	16,370	76,765
Bowmanville.....	W. Foster av., w. of and near Lincoln av.....	1886	290	120	x 354.85	3,500	11,900
Bradwell, Myra.....	S. W. cor. Sherman av. and 77th st.....	1889	904	298.5	x 167	11,335	68,480
Braithard.....	Washburn av., bet. S. Leavitt st. and S. Hoyne av.....	1885	810	175	x 124	8,760	62,560
Braunert Br. of Gresham.....	S. Ada st., bet. W. 88th and W. 90th sts.....	1889	200	150	x 126	3,000	19,990
Brenan, Thomas.....	Laine st., bet. Archer av. and 27th st.....	1884	817	275	x 109	13,760	58,400
Brentano.....	N. Fairfield av., bet. Schubert and W. Diversy avs.....	1883	1,128	230	x 125.8	9,230	82,300
Brighton.....	36th st., from S. Winchester av. to S. Lincoln st.....	1886	694	267	x 134	13,190	36,900
Brighton Addition.....	Warren av., from S. Hermitage av. to S. Wood st.....	1886	437	366	x 122.1	34,870	44,760
Brown Addition.....	Perry av., bet. W. 63th and W. 66th sts.....	1870	662	174	x 181.1	47,960	47,960
Brownell.....	S. 41st st., bet. W. 13th and W. 14th sts.....	1886	618	275	x 125.6	15,900	49,300
Bryant.....	N. E. cor. S. Hermitage av. and W. 49rd st.....	1885	952	275	x 125.6	9,650	78,860
Buckley.....	Nome st., bet. N. Ashland av. and N. Paulina st.....	1879	389	926.75	x 120	8,550	29,260
Burley, Augustus H.....	N. W. cor. 91st pl. and Langley av.....	1886	1,070	234.1	x 133	12,800	103,110
Burnside, Ambrose E.....	S. W. cor. Burnside and Champlain avs.....	1886	670	225	x 125.25	6,675	56,630
Burnside Branch.....	Wabansia av., from N. Ashland av. to N. Marshfield av.....	1889	179	150	x 160.5	1,600	3,100
Burr Addition.....	Burr Addition.....	1873	490	397.3	x 296.2	23,075	37,500
Burr Addition.....	Burr Addition.....	1885	672			43,500	43,500
Burroughs.....	S. W. cor. S. Washenaw av. and W. 26th pl.....	1883	792	216.35	x 125	6,700	62,740
Calhoun.....	N. E. cor. Jackson Blvd. and S. Francisco st.....	1881	1,286	250	x 121	29,500	77,700
Calumet Avenue.....	Calumet av., bet. 26th and 27th sts.....	1871	658	146	x 177.75	29,200	110,400
Cameron, D. R.....	S. W. cor. Monticello and Potomac avs.....	1868	864	200	x 158	3,685	33,800
Carpenter.....	S. W. cor. Huron st. and N. Centre av.....	1861	1,567	218	x 205	30,750	75,040
Carter.....	N. E. cor. Wabash av. and 61st st.....	1865	341	193	x 170	22,000	123,600
Central Park.....	S. R. cor. Walnut st. and Kedzie av.....	1894	548	300.1	x 150	17,000	84,250
Chalmers, Thomas.....	On Englewood High School lot.....	1866	1,074	263.5	x 162	15,425	66,760
Champaign.....	N. E. cor. Point st. and Cornelia st.....	1892	716	1,040	264	13,125	67,400
Chase.....	S. Homan av., from W. 65th st. to W. 65th pl.....	1894	1,040	264	x 200	73,295	72,395
Chicago Lawn.....	S. Ashland av., from W. 13th st. to Hastings av.....	1890	166	261.94	x 237.9	13,125	86,490
Clarke.....	182d st., from Superior av. to Buffalo av.....	1893	1,517	264.3	x 114	12,060	5,625
Clay, Henry.....	Dearborn st., bet. W. 46th and W. 47th sts.....	1867	400	254.77	x 185.62	37,860	198,785
Colman.....	Augusta st., bet. N. Leavitt st. and N. Hoyne av.....	1867	895	200	x 100	17,500	38,500
Columbus.....	W. 19th st., bet. S. Ashland av. and S. Paulina st.....	1866	898	175	x 124.83	30,000	66,500
Cooper.....	W. 25th st., from S. 43rd av. to S. 43rd st.....	1885	859	316	x 125	11,550	73,700
Corkery, Daniel J.....	Drexel av., bet. 76th and 76th sts.....	1875	316	362.25	x 125	7,200	66,165
Cornell.....	Campbell av., from W. Taylor st. to Filmore st.....	1896	1,082	265.25	x 125	8,266	35,550
Crerar, John.....	Calhoun av., bet. 107th and 108th sts.....	1892	845	268.6	x 125	25,250	103,920
Cummings.....	S. E. cor. 114th pl. and State st.....	1893	307	268	x 124.49	3,800	26,160
Curtis, George William.....	N. W. cor. Edgewood av. and Catalpa pl.....	1893	1,012	204	x 140.5	8,835	88,310
Darwin, Charles R.....	Monroe st. (School Fund property).....	1860	90			15,000	15,000
Deaf Mute.....							850

SCHOOL SITES—LOCATION, SIZE, VALUE OF LOTS AND IMPROVEMENTS—Continued.

SCHOOLS.	LOCATION.	When Erected.	No. of Sittings.	Size of Lot.	Value of Lot.	Value of Furniture and Improvements.	Total Value.
Dewey, George.	S. E. cor. 54th st. and Union av.	1881	80	182 3/4 x 201	12,800	48,280	13,500
Doolittle, Jas. R., Jr.	33th st., bet. Rhodes and Vincennes av.	1885	528	230 x 231	55,000	48,280	149,100
Doolittle, Jas. R., Jr., Addition.		1887				48,280	
Dore.	Harrison st., near S. Halsted st.	1863	915	250 x 111	60,000	46,630	146,630
Douglas.	S. E. cor. 32nd st. and Forest st.	1889	1,265	890 x 125.45	100,000	99,840	199,840
Drexel Br. of Hermann Raster.	S. Oakley av., bet. W. 64th and W. 65th sts.	1881	108	122 x 132	2,810	4,350	6,850
Drummond.	S. W. cor. Girard st. and Clybourn pl.	1863	1,680	210 3/4 x 125	5,700	70,850	85,550
Dunning Jct. Br. A. L. Barnard.	S. Aberdeen st., bet. W. 93th and W. 94th sts.		96	150 x 184.75	1,000	2,280	3,280
Dunning Br. Wm. Penn Nixon.	S. E. cor. W. Addison st. and N. 64th av.	1885	133	133 x 124.4	1,400	7,650	9,050
Earle, Charles Warrington.	S. E. cor. W. 61st. and S. Hermitage av.	1886	550	225 x 124.33	5,000	461 0	51,010
Edgebrook Br. Jefferson Park.	S. W. cor. Carpenter and Ormoude av.	1888	86	238 8 x Irregular	1,000	9,385	10,385
Edgewater Br. of W. C. Goudy.	Winthrop av., 300 feet north of Ardmore av.	1848	198	250 x 150	15,000	9,585	24,585
Eighty-third Street.	83rd st., from Houston av. to Coler av.	1869	88	235.32 x 148	7,930	1,350	9,280
Eighty-third Street Addition.		1868	250				21,180
Ellis Avenue.	N. E. cor. Ellis av. and 73d st.	1863	238	161.7 x 125	8,340	14,210	22,680
Elston Br. of Chicago Lawn.	Archer av., west of and near S. 40th av.	1882	132	One acre.	9,000	4,150	13,150
Elston Road Br. of Linn.	S. E. cor. Elston av. and N. Troy st.	1885	54	Irregular.	3,500	1,700	5,200
Emerald Av. Br. Auburn Park.	Emerald av., bet. W. 79th and W. 80th sts.	1869	277	150 x 144.4	6,000	19,500	25,500
Emerson.	N. W. cor. Walnut and Paulina sts.	18 3/4	1,101	157 x 119.4	14,900	58,850	68,840
Ericsson, John.	W. Harrison st., bet. S. Sacramento and S. Francisco avs.	18 3/4	1,010	225 x 154	17,610	72,740	94,480
Everett.	S. E. cor. S. Irving av. and W. 34th st.	1862	1,026	228 x 132	7,500	81,615	91,115
Fallon.	N. W. cor. Wallace and W. 42nd sts.	1880	1,176	200 x 134	8,000	81,515	92,515
Farragut.	S. Spaulding av., bet. W. 23rd and W. 24th sts.	1893	1,168	300 x 125	7,500	78,505	86,005
Farron.	Wabash av., bet. 50th and 51st sts.	1882	1,110	192 3/4 x 160.3	7,300	118,188	120,888
Fernwood.	N. E. cor. Wallace and 104th sts.	1885	182	117 x 132	2,000	4,700	6,700
Field, Eugene.	S. E. cor. Ashland and Greenleaf avs.	1885	310	221 05 x 175.3	8,315	15,550	23,865
Field, Eugene, Br.	N. E. cor. Lunt av. and Robey st.		200	200.4	7,940	7,300	15,280
Fifty-fifth Street, Br. of Shields.	S. E. cor. 55th and Rockwell sts.	1893	216	225 x 136.8	8,400	11,550	10,950
Forest Hill, Br. Hermann Raster.	N. E. cor. Western av. and 79th st.		42	244 x 132	9,540	400	2,940
Forrestville.	N. E. cor. St. Lawrence av. and 48th st.	1862	1,220	270 45 x 125.3	31,585	108,735	140,340
		1866					
		1857					
Foster.	N. W. cor. Union and O'Brien sts.	1861	1,927	200 x 173	22,350	141,750	167,100
		1866					
Franklin.	Goethe st., bet. Wells and Sedgwick sts.	1886	1,844	220 x 150	72,945	147,000	219,845
Froebel.	21st st., bet. Robey st. and Hoyne av.	1885	1,191	225 x 126.6	13,500	68,900	77,400
Fuller, Melville W. and Annex.	S. W. cor. 42d st. and St. Lawrence av.	1864	710	205.25 x 126	22,900	51,150	73,750



SCHOOL SITES—LOCATION, SIZE, VALUE OF LOTS AND IMPROVEMENTS—Continued.

SCHOOLS.	LOCATION.	No. of Sittings.	Size of Lot.	Value of Lot.	Value of Furniture and Im- provements.	Total Value.
Jefferson Park.....	S. E. cor. N. Winnemac and N. 53d avs.....	814	101.4 x 126.48	8,000	12,900	15,900
Jrka, Frank J.....	W. 17th st. bet. Locumts and Laffin sts.....	1,176	125 x 124	34,815	94,935	129,770
Jones.....	S. E. cor. Plymouth st. and Harrison st.....	662	175 x 100	19,425	48,000	268,025
Keith.....	S. W. cor. Dearborn and 34th sts.....	756	200 x 122.10	15,585	65,470	81,005
Kelvin Grove, Br. Wm. P. Nixon.....	S. E. cor. Montana st. and N. 48th av.....	156	200 x 180	2,600	9,900	12,500
Kenwood.....	N. W. cor. 50th st. and Lake av.....	506	260.2 x 143.6	74,000	40,500	114,500
Kershaw.....	Union av., bet. 64th and 65th sts.....	1883	281 x 234.6	17,635	56,740	148,675
Kershaw Additon.....	1893	915	.....	.....	69,300	.....
King.....	Harrison st., bet. Western and Campbell avs.....	1873	.....	.....	67,225	86,935
Kingie.....	N. W. cor. Ohio st. and La Salle av.....	998	196 x 168	19,000	.....	.....
Kniekerbocker.....	N. E. corner Clifton and Belden av.....	486	198.1 x 121	55,345	28,900	84,245
Komensky.....	Throop st., bet. 19th and 20th sts.....	1,016	200 x 125.5	12,245	78,300	90,555
Kosciusko.....	S. W. cor. Division and Cleaver sts.....	902	122 x 125.5	12,585	64,000	76,635
Kozminski, Charles.....	N. E. cor. Ingleside av. and 54th st.....	671	149 x 125	19,070	38,000	56,080
La Fayette.....	N. W. cor. Augusta st. and Washnew av.....	1897	213 x 153.5	20,000	95,850	115,850
Lake View No. 5, Br. of Georg. Schneider.....	1893	1,615	306.25 x 194.68	14,180	120,935	135,115
Langland.....	N. W. cor. Belmont av. and Kobey st.....	108	250 x 125	17,500	3,400	20,900
Langland Annex.....	Courtland st., bet. Leavitt st. and Oakley av.....	649	192 x 100	12,760	49,710	63,220
La Salle.....	1884	91	.....	.....	750	.....
Lawndale.....	N. W. cor. Hammond and Eugenie sts.....	1882	200 x 125.5	20,000	90,710	110,710
Lawson, Victor F.....	N. W. cor. Central Park av. and W. 26th st.....	1,156	200 x 125.5	20,000	.....	.....
Lewis.....	N. W. cor. Homan av. and W. 13th pl. On Englewood High School grounds.....	437	300 x 124.87	14,780	23,965	47,655
Lilydale, Br. of Burnside.....	1896	1,064	300 x 149.6	12,030	87,190	99,220
Lincoln.....	S. E. cor. State and 94th sts.....	509	100 x 170	1,800	37,270	37,270
Linne.....	S. W. cor. Kemper pl. and Larrabee st.....	1876	.....	.....	580	2,230
Logan.....	1870	1,850	297 x 182.5	41,950	92,985	134,945
Longfellow.....	Sacramento av., bet. Belmont av. and School st.....	1894	.....	.....	35,685	41,830
Longwood, Br. Alice L. Barnard.....	Oakley av., from Pleasant pl. to Rhine st. Throop st., bet. 19th and 20th sts.....	488	216.3 x 125.75	5,685	61,900	69,460
Madison Avenue.....	1889	855	216 x 100	7,360	54,695	71,060
Manierre.....	1882	648	160 x 125.5	16,385	.....	.....
Mann, Horace.....	1878	136	200 x 203.4	7,000	12,870	19,870
Maplewood, Br. of Brentano.....	N. W. cor. Prospect av. and 95th st.....	1888	.....	.....	73,980	88,135
Marsh, J. L.....	N. W. cor. Hirsch st. and Spaulding av.....	1,191	299.6 x 128.9	9,245	45,470	58,940
Marshall.....	Madison av., bet. 74th and 75th sts.....	626	300 x 125.78	13,470	90,165	99,040
	Hudson av., bet. Cornors and Blackhawk sts.....	932	17.5 x 121.1	19,775	72,550	85,465
	N. E. cor. 37th st. and Princeton av.....	810	189.44 x 125	19,915	17,000	32,885
	S. E. cor. California and Diversey avs.....	206	125 x 117.6	5,385	7,700	12,885
	S. E. cor. Escanaba av. and 701st st.....	362	203.58 x 136.5	4,000	16,700	20,700
	Adams st., bet. Spaulding and Kedzie avs.....	938	275 x 182.7	89,675	85,515	119,190









SCHOOL SITES—LOCATION, SIZE, VALUE OF LOTS AND IMPROVEMENTS—Concluded.

SCHOOLS.	LOCATION—VACATE SITES.	When Erected.	No. of Sittings.	Size of Lot.	Value of Lot.	Value of Furniture and Improvements.	Total Value.
	†W. 36th st., N. E. cor. Maplewood av.			236.49 x 127	4,500		4,500
	†Loomis st., S. W. cor. 53rd st.			350 x 124.47	8,000		8,000
	†Park av., N. W. cor. S. 50th av.			180 x 190	5,500		5,500
	†95th st., N. W. cor. S. Leavitt st.			175 x 175	3,000		3,000
	†E. Elizabeth st., bet. W. 106th and W. 107th sts.			44.31 x 133	400		400
	†Martin st., bet. W. 106th and W. 107th sts.			25 x 123	250		250
	†Armitage av., bet. N. 48th and N. 49th avs.			225 x 125	5,400		5,400
	†33rd pl., bet. Auburn av. and S. Morgan st.			176 x 145.8	5,000		5,000
	†Avenue "M," N. W. cor. 37th st.			194.7 x 124	8,500		8,500
	†Brookline lot, 74th st., from Evans av. to Langley av.			285.7 x 186.3	11,800		11,800
	†Jeffrey av., S. E. cor. 71st st.			297 x 115.5	20,000		20,000
	†Carpenter st., bet. 90th and 91st sts.			100 x 125	1,500		1,500
	†W. 19th st., west of and near Douglas Park blvd.			115.5 x 166	6,000		6,000
	†Philip av., S. E. cor. 92nd st.			301.1 x 125.59	5,800		5,800
	†Orchard st., N. E. cor. Center st.*			297.5 x 125	50,000		50,000
	†Butler st., N. E. cor. 81st st.			297 x 249.3 n. s. s.	18,000		18,000
	†W. 16th pl., N. E. cor. Washtenaw av.			199.2 x 124.5	13,900		13,900
	†Morgan st., S. W. cor. W. 17th st.			248.3 x 125.27	3,000		3,000
	†S. Sawyer av., N. W. cor. 53rd st.			249.65 x 126.1	4,000		4,000
	†Union av., N. E. cor. 101st st.			186.4 x 125.16	2,800		2,800
	†Chalmers av., bet. 41st and 42nd sts.			185 x 125	29,732		29,732
	†Mohawk st., N. E. cor. Menominee st.			133 x 119	33,500		33,500
	†Prairie av., bet. 36th and 36½ sts.			200 x 264	46,711		46,711
	†Edmunds av., N. E. cor. Goodman st.			233.25 x 160.69	5,000		5,000
	†N. 42nd court, S. E. cor. W. Cullom st.			247.25 x 163.69	5,000		5,000
	†N. 53rd av., a half mile north of Fullerton av.			146.52 x 150.52	1,000		1,000
	Tools, Benches, etc.		15,735			31,470	31,470
Rooms in Rented Buildings.....						29,570	29,570
Manual Training in Grammar Schools.....			291,665		\$5,573,833	\$16,812,120	\$22,385,453
Grand Totals.....							

\*Building in process of erection. †Acquired by purchase.

‡Acquired by annexation.

DURATION OF ATTENDANCE OF PUPILS ATTENDING EVENING SCHOOLS.

SCHOOLS.	FOR 30 WEEKS OR OVER.			FOR 16 WEEKS AND LESS THAN 20 WEEKS.			FOR 12 WEEKS AND LESS THAN 16 WEEKS.			FOR 8 WEEKS AND LESS THAN 12 WEEKS.			FOR 4 WEEKS AND LESS THAN 8 WEEKS.			LESS THAN 4 WEEKS.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Englewood High.....	41	25	66	39	15	54	38	29	67	51	13	64	42	28	70	65	23	88
North Division High.....	53	29	82	50	12	62	41	30	71	41	17	58	54	28	82	54	28	82
Northwest Division High.....	54	12	66	51	8	59	44	19	63	49	17	66	77	13	90	69	23	92
Pullman High.....	31	7	38	22	8	30	18	4	22	23	9	32	19	8	27	18	8	35
South Chicago High.....	53	21	74	39	17	56	26	14	40	18	37	15	57	22	70	62	36	98
West Division High.....	53	21	74	36	10	46	49	23	72	20	69	68	57	27	85	51	16	67
Agassiz.....	.....	.....	.....	21	19	40	19	5	24	24	38	10	48	10	63	60	11	71
Bismarck.....	.....	.....	.....	10	1	11	21	1	22	2	3	20	26	17	43	45	17	62
Bowen.....	.....	.....	.....	16	7	23	19	8	27	6	33	29	29	6	35	32	22	57
Brighton.....	.....	.....	.....	27	10	37	40	2	42	7	49	56	30	26	82	92	15	107
Burr.....	42	7	49	46	7	53	45	11	56	2	2	2	2	2	4	54	18	72
Dore.....	26	8	34	31	1	32	37	4	41	1	5	5	5	2	7	7	10	17
Emerson.....	18	7	25	20	2	22	27	1	28	34	6	40	53	9	62	22	17	79
Frederick.....	89	35	124	55	15	70	40	10	50	75	14	89	90	6	95	30	25	125
Garfield.....	30	10	40	43	8	51	51	11	62	22	4	26	22	4	30	18	8	38
Hammond.....	.....	.....	.....	10	2	12	34	4	44	29	10	39	30	8	38	32	12	50
Harrison.....	.....	.....	.....	30	5	35	27	3	30	42	16	46	38	67	105	90	15	105
Haven.....	.....	.....	.....	11	5	16	38	7	45	30	1	31	32	6	37	47	49	87
Hendricks.....	.....	.....	.....	5	1	6	34	4	38	35	11	46	56	14	70	73	14	87
Holder.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Huron Street.....	.....	.....	.....	31	6	37	23	4	27	25	9	34	34	7	41	48	14	62
Lyman Trumbull.....	49	17	66	47	15	62	63	20	83	52	18	70	78	35	113	117	23	140
Montefiore.....	16	3	19	22	4	26	20	4	24	36	4	40	76	14	90	185	41	176
Newberry.....	15	4	19	26	12	38	29	16	45	34	11	45	42	16	61	5	5	66
Newboys' Home.....	8	.....	8	.....	.....	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Peckins Bass.....	.....	.....	.....	11	11	22	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pullman.....	32	13	45	44	13	57	22	11	33	27	10	37	49	20	66	29	14	85
Raymond.....	17	3	20	38	20	58	30	15	45	46	2	48	44	2	50	12	6	56
Scammon.....	28	7	35	28	7	35	29	7	36	40	8	44	42	36	78	85	12	102
Sealand.....	.....	.....	.....	11	8	19	18	1	19	59	2	31	41	9	50	75	17	92
Seward.....	.....	.....	.....	20	1	21	69	3	72	78	19	97	85	7	92	17	9	109
Sherwood.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Throop.....	89	41	130	61	37	98	59	28	87	43	53	100	85	9	94	30	15	109
Von Humboldt.....	21	5	26	34	9	43	35	13	48	25	6	31	51	13	64	52	12	76
Wells.....	123	39	162	76	12	88	59	16	75	69	19	88	61	10	99	67	18	117
West Division Grammar.....	9	2	11	6	5	11	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	869	308	1,177	1,151	346	1,497	1,289	340	1,629	1,473	448	1,921	1,916	587	2,443	1,942	547	2,489

## STATEMENT SHOWING VARIOUS ITEMS OF ATTEND-

SCHOOLS.	NUMBER OF EVENINGS IN SESSION.	DATE OF OPENING OF SCHOOLS.	DATE OF CLOSING OF SCHOOLS.	TEACHERS.		Total Enrollment.		
				Total Number Employed.	Total Number of Evenings In- struction.	Male.	Female.	Total.
Englewood High.....	90	Oct. 3, 1898	Feb. 27, 1899	8	744	212	89	301
North Division High.....	108	Oct. 3, 1898	Mar. 17, 1899	9	911	247	139	386
Northwest Division High.....	108	Oct. 3, 1898	Mar. 17, 1899	12	1,097	353	111	464
Pullman High.....	108	Oct. 3, 1898	Mar. 17, 1899	5	635	154	50	204
South Chicago High.....	108	Oct. 3, 1898	Mar. 17, 1899	5	581	124	20	144
South Division High.....	89	Oct. 3, 1898	Feb. 20, 1899	8	724	221	106	327
West Division High.....	108	Oct. 3, 1898	Mar. 17, 1899	10	1,045	306	117	423
Agassiz.....	85	Oct. 3, 1898	Feb. 10, 1899	6	544	191	55	246
Bismarck.....	82	Oct. 3, 1898	Feb. 7, 1899	6	471	178	56	234
Bowen.....	108	Oct. 3, 1898	Mar. 17, 1899	8	345	128	37	165
Brighton.....	85	Nov. 7, 1898	Mar. 17, 1899	8	540	298	44	342
Burr.....	108	Oct. 3, 1898	Mar. 17, 1899	10	901	237	67	304
Dore.....	108	Oct. 3, 1898	Mar. 17, 1899	8	737	338	44	377
Emerson.....	108	Oct. 3, 1898	Mar. 17, 1899	7	736	169	42	211
Froebel.....	86	Oct. 3, 1898	Feb. 14, 1899	11	843	223	45	268
Garfield.....	108	Oct. 3, 1898	Mar. 17, 1899	22	1,983	516	187	703
Hammond.....	108	Oct. 3, 1898	Mar. 17, 1899	7	715	176	36	212
Harrison.....	75	Oct. 3, 1898	Jan. 27, 1899	7	496	163	62	225
Haven.....	108	Oct. 3, 1898	Mar. 17, 1899	7	667	286	55	341
Hendricks.....	93	Oct. 3, 1898	Feb. 24, 1899	7	621	196	38	234
Holden.....	78	Oct. 3, 1898	Jan. 27, 1899	8	585	203	44	247
Huron Street.....	76	Oct. 3, 1898	Jan. 27, 1899	6	407	134	26	160
Lyman Trumbull.....	108	Oct. 3, 1898	Mar. 17, 1899	10	1,052	406	128	534
Montefiore.....	108	Oct. 3, 1898	Mar. 17, 1899	6	663	305	70	375
Newberry.....	98	Oct. 3, 1898	Mar. 3, 1899	7	567	157	64	221
Newsboys' Home.....	105	Oct. 5, 1898	Mar. 17, 1899	1	112	71	.....	71
Perkins Bass.....	89	Oct. 3, 1898	Feb. 17, 1899	7	665	171	68	239
Pullman.....	108	Oct. 3, 1898	Mar. 17, 1899	5	480	175	42	217
Raymond.....	93	Oct. 3, 1898	Feb. 24, 1899	7	680	198	102	300
Scammon.....	108	Oct. 3, 1898	Mar. 17, 1899	7	759	271	72	343
Scanlan.....	75	Oct. 3, 1898	Jan. 27, 1899	5	395	174	32	206
Seward.....	75	Oct. 3, 1898	Jan. 27, 1899	8	573	264	39	303
Sherwood.....	86	Oct. 3, 1898	Feb. 14, 1899	9	624	212	42	254
Throop.....	108	Oct. 3, 1898	Mar. 17, 1899	14	1,439	376	184	560
Von Humboldt.....	108	Oct. 3, 1898	Mar. 17, 1899	7	674	218	58	276
Wells.....	108	Oct. 3, 1898	Mar. 17, 1899	14	1,509	455	123	578
West Division Grammar..	107	Oct. 4, 1898	Mar. 17, 1899	8	155	104	32	136
Totals.....	3,619			289	26,605	8,610	2,526	11,136

## ANCE AT EACH OF THE EVENING SCHOOLS.

Total Number of Evenings' Attendance.			Average Attendance per Evening for Entire Season.			Average Number of Evenings' Attendance for Each Pupil Enrolled.			Certificates Issued.		
Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
6,500	3,244	9,744	72.2	36	108.2	30.6	36.4	32.3	35	22	57
10,373	5,879	16,252	96	54.4	150.4	41.9	42.2	42.1	51	33	84
14,465	4,879	19,344	138.9	45.2	179.1	40.9	43.9	41.6	100	32	132
7,017	1,946	8,963	64.9	18	82.9	45.3	38.9	43.9	60	17	77
5,704	1,201	6,905	52.8	11.1	63.9	46	60	47.9	40	10	50
7,694	3,795	11,489	86.4	42.6	129	34.8	35.8	35.1	.....	.....	.....
12,449	4,868	17,312	115.2	45	160.2	40.6	41.5	40.9	74	27	101
6,069	1,879	7,948	71.4	22.1	93.5	81.7	34.1	32.3	17	15	32
4,887	1,308	6,175	59.4	15.9	75.3	27.3	23.4	25.3	18	1	19
4,797	1,296	6,093	44.4	12	56.4	37.4	35	36.9	28	10	38
7,878	1,506	9,379	92.6	17.7	110.3	26.4	34.2	27.4	27	9	36
12,149	2,854	15,003	112.4	26.4	138.8	51.2	42.5	46.3	79	12	91
10,579	1,072	11,651	97.9	9.9	107.8	31.7	24.3	30.9	38	1	39
7,857	1,505	9,362	72.7	18.9	86.6	46.4	35.8	44.3	20	10	30
10,282	1,740	12,022	119.5	20.2	139.7	46.1	38.6	44.3	.....	.....	.....
27,321	8,864	36,185	253	82	335	53.9	47.4	51.4	152	43	195
9,800	2,017	11,817	90.7	18.7	109.4	55.6	56	55.7	51	12	63
4,361	1,577	5,938	58.1	21	79.1	26.7	25.4	26.3	6	4	10
8,916	2,061	10,977	82.5	19.1	101.6	31.1	37.4	32.1	66	18	79
8,007	1,664	9,671	86	17.9	103.9	40.8	43.7	41.3	72	14	36
5,118	1,197	6,315	65.6	15.3	80.9	25.2	27.2	25.5	.....	.....	.....
3,931	933	4,864	51.7	12.3	64	29.3	35.8	30.4	30	10	40
12,087	4,547	16,586	111.4	42.1	153.5	29.6	35.5	31	50	18	68
7,889	1,562	9,401	72.6	14.4	87	25.7	22.3	25	38	6	44
6,984	2,796	9,730	70.7	28.5	99.2	44.1	43.6	44	24	17	41
2,261	.....	2,261	21.5	.....	21.5	31.8	.....	31.8	8	.....	8
6,594	2,600	9,194	74	29.2	103.2	38	38.2	38.4	37	22	59
7,852	2,194	10,046	72.7	20.3	93	44.8	52.2	46.2	49	16	65
7,953	3,938	11,891	85.5	42.3	127.8	40	38.6	39.6	46	19	65
10,472	2,750	13,222	96.9	25.5	122.4	36.6	38.1	38.3	73	22	95
3,619	609	4,228	48.2	8.1	56.3	20.7	19	20.5	.....	.....	.....
7,108	908	8,016	94.6	12.2	106.8	26.4	23.2	25	27	.....	27
7,228	1,523	8,751	84	17.7	101.7	94	36.2	34.4	.....	.....	.....
20,826	8,697	29,523	192.8	80.5	273.3	55.3	47.8	52.7	131	64	195
8,376	2,150	10,526	77.5	19.9	97.4	38.4	37	38.1	46	16	62
25,900	6,305	31,605	234.2	58.4	292.6	55.6	51.2	54.6	196	44	240
2,742	869	3,611	25.6	8.1	33.7	26.3	27.1	26.5	16	2	18
333,270	98,728	432,000	3341.5	963.9	4325.4	38.7	39	38.7	1,705	541	2,246

NATIVITY OF PUPILS ATTENDING EVENING SCHOOLS.

SCHOOLS.	AMERICAN.			GERMAN.			SCANDINAVIAN.			BOHEMIAN.			ALL OTHER NATIONALITIES.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Englewood High.....	175	80	255	34	4	38	9	7	16	2	2	4	20	25	45
North Division High.....	165	100	265	34	11	45	32	7	39	2	2	4	14	12	26
North West Division High.....	243	86	329	40	11	51	40	4	44	3	3	6	31	8	39
Pullman High.....	111	81	192	9	5	14	10	10	20	.....	.....	.....	24	14	38
South Chicago High.....	105	19	124	10	1	11	.....	.....	.....	.....	.....	.....	20	13	33
South Division High.....	285	86	371	6	5	11	2	2	4	3	3	6	9	9	18
West Division High.....	222	96	318	27	3	30	18	3	21	2	2	4	13	4	17
Agraziz.....	121	18	139	37	21	58	30	12	42	.....	.....	.....	20	6	26
Bismarck.....	111	38	149	39	11	50	15	3	18	1	1	2	25	4	29
Bowen.....	65	26	91	23	4	27	15	3	18	.....	.....	.....	13	1	14
Brighton.....	252	89	341	25	3	28	7	1	8	1	1	2	35	4	39
Burr.....	74	8	82	63	17	80	5	1	6	5	5	10	13	1	14
Dore.....	171	39	210	10	1	11	.....	.....	.....	.....	.....	.....	149	4	153
Kmerson.....	147	30	177	5	4	9	5	.....	5	3	3	6	12	8	20
Froebel.....	84	21	105	26	4	30	33	5	38	3	3	6	45	12	57
Garfield.....	120	46	166	44	15	59	2	1	3	3	3	6	339	110	449
Hammond.....	85	11	96	15	.....	15	15	6	21	10	10	20	42	11	53
Harrison.....	99	40	139	17	5	22	7	2	9	1	1	2	142	5	147
Haven.....	119	33	152	15	4	19	1	.....	1	10	11	11	62	4	66
Hendricks.....	139	29	168	15	10	25	2	2	4	.....	.....	.....	40	4	44
Holden.....	100	23	123	30	10	40	3	.....	3	.....	.....	.....	5	5	10
Huron Street.....	63	10	73	53	16	69	95	36	131	.....	.....	.....	45	9	54
Lyman Trumbull.....	121	61	182	54	22	76	45	13	58	121	61	182	100	14	114
Montefiore.....	151	41	192	6	2	8	.....	.....	.....	.....	.....	.....	8	8	16
Montefiore.....	61	24	85	16	35	51	1	2	3	.....	.....	.....	.....	.....	.....
Newberry.....	69	.....	69	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Newboys Home.....	183	41	224	19	13	32	1	.....	1	.....	.....	.....	17	16	33
Berkins Bass.....	41	11	52	15	6	21	7	.....	7	.....	.....	.....	32	11	43
Pullman.....	192	69	261	22	13	35	27	7	34	1	1	2	92	17	109
Raymond.....	144	62	206	27	13	40	14	11	25	1	1	2	86	16	102
Seaman.....	100	16	116	27	10	37	16	6	22	8	8	16	46	10	56
Seaman.....	100	16	116	27	10	37	14	1	15	2	2	4	49	10	59
Seaman.....	100	16	116	27	10	37	14	1	15	2	2	4	49	10	59
Seward.....	187	14	201	39	5	44	52	24	76	31	7	38	64	10	74
Sherwood.....	138	11	149	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Shrop.....	193	47	240	15	8	23	.....	.....	.....	.....	.....	.....	89	31	120
Union.....	123	47	170	18	5	23	11	16	27	292	101	393	18	6	24
Van Rumboldt.....	504	44	548	101	30	131	17	6	23	9	1	10	136	49	185
Wells.....	68	15	83	5	5	10	6	6	12	4	2	6	18	4	22
West Division Grammar.....	4,851	1,396	6,247	936	324	1,260	555	184	739	442	168	610	1,836	464	2,300
Total.....	4,851	1,396	6,247	936	324	1,260	555	184	739	442	168	610	1,836	464	2,300

SCHOOLS.





AMOUNT EXPENDED FOR MAINTENANCE OF EVENING SCHOOLS

	FOR JANITORS AND ENGINEERS.	FOR FUEL, LIGHT AND INCIDENTALS.	TOTAL EXPENDITURES.	COST PER PUPIL.	
				On Total Enrollment.	On Average Attendance.
\$74,017 00	\$7,684 40	\$7,936 38	\$89,537 76	\$8 04	\$20 70

HIGH SCHOOLS.  
ENROLLMENT, ETC., DURING THE SCHOOL YEAR 1898-99.

HIGH SCHOOLS.	ENROLLMENT.										AGE AT DATE OF FIRST ENROLLMENT DURING THE YEAR.														
	Ninth Grade.		Tenth Grade.		Eleventh Grade.		Twelfth Grade.		Total.		AGE AT DATE OF FIRST ENROLLMENT DURING THE YEAR.														
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Under 13 Years.	Between 13 and 14 Years.	Between 14 and 15 Years.	Between 15 and 16 Years.	Between 16 and 17 Years.	Between 17 and 18 Years.	Between 18 and 19 Years.	Over 19 Years.					
Calumet.....	61	84	145	24	65	89	16	34	50	5	34	39	6	106	223	329	4	26	62	69	73	43	26	24	320
Englewood.....	194	298	492	90	168	258	62	138	200	86	98	186	136	344	702	1,046	4	53	189	264	215	180	120	81	1,046
English High and Manual Training	287	372	659	115	282	497	94	214	312	54	162	226	160	514	1,060	1,501	18	56	97	133	104	70	25	98	514
Hyde Park.....	42	62	104	24	38	62	14	48	62	6	26	32	86	174	260	364	2	9	58	80	54	35	15	12	260
Jefferson.....	55	97	152	21	76	97	18	55	68	9	36	47	86	207	293	384	2	34	76	84	59	51	12	12	384
Lake.....	140	324	464	79	313	392	54	143	197	34	86	120	7	307	773	1,089	6	58	191	245	278	178	91	33	1,089
Lake View.....	65	211	276	39	122	161	18	64	82	11	53	64	183	53	552	633	4	39	104	154	123	88	48	23	633
Marshall.....	129	221	350	31	58	89	23	58	81	14	45	59	197	133	230	307	30	71	124	133	129	47	46	9	307
Medill.....	69	179	248	36	86	122	19	67	86	16	72	88	140	244	332	444	5	58	80	121	142	97	60	30	444
Northwest Division.....	159	965	1,124	56	164	220	32	106	138	11	86	97	268	731	1,019	1,501	10	100	215	244	181	119	70	40	1,501
South Chicago.....	51	102	153	33	69	102	7	43	50	3	33	39	98	265	363	463	4	22	73	96	70	54	30	8	463
South Division.....	141	250	391	53	172	225	34	93	127	20	62	82	248	577	825	1,156	6	46	161	186	195	108	76	39	825
West Division.....	106	882	988	71	234	305	44	142	186	23	136	179	243	613	913	1,156	10	61	188	239	260	183	103	53	1,156
Totals.....	1,612	2,947	4,559	325	1,777	2,602	328	1,208	1,731	248	983	1,231	3,213	6,910	10,123	10,123	106	685	1,787	2,436	2,920	1,541	863	466	10,123

\* Post Graduates.



## BOARD OF EDUCATION—1899-1900.

GRAHAM H. HARRIS, - - - - -	<i>President</i>
THOMAS GALLAGHER, - - - - -	<i>Vice-President</i>
LOUIS C. LEGNER, - - - - -	<i>Secretary</i>

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### MEMBERSHIP.

THOMAS BREMAN, 216 Reaper Block, Clark and Washington Streets, -	1902.
DANIEL R. CAMERON, 78 Lake Street, - - - - -	1902.
CLAYTON MARK, Twenty-sixth street and Blue Island Avenue, - -	1902.
MRS. CAROLINE K. SHERMAN, 1538 West Monroe Street, - - - -	1900.
JOHN T. KEATING, Room 33, 66 Dearborn Street, - - - - -	1900.
THOMAS GALLAGHER, 241 South Sangamon Street, - - - - -	1900.
BERNARD F. ROGERS, 154 La Salle Street, - - - - -	1900.
JESSE SHERWOOD, 47 Exchange Building, Stock Yards, - - - -	1900.
GRAHAM H. HARRIS, Room 1018, 59 Clark Street, - - - - -	1900.
CHRISTIAN MEIER, Room 42, No. 70 La Salle Street, - - - - -	1902.
JOSEPH S. SCHWAB, 84 La Salle Street, - - - - -	1900.
MRS. ISABELLE O'KEEFFE, 4857 Michigan Avenue, - - - - -	1901.
JOSEPH DOWNEY, No. 132 La Salle Street, - - - - -	1901.
W. S. CHRISTOPHER, 406 Center Street, - - - - -	1901.
C. R. WALLECK, 544 Blue Island Avenue, - - - - -	1901.
F. J. LOESCH, Room 305, Ashland Block, - - - - -	1901.
AUSTIN O. SEXTON, Room 28, No. 163 Randolph Street, - - - -	1901.
JOSEPH STOLZ, 157 Forty-second Place, - - - - -	1902.
CHESTER M. DAWES, 209 Adams Street, - - - - -	1902.
JOHN F. WOLFF, 93 West Lake Street, - - - - -	1901.
GEORGE W. CLAUSSENIUS, Room 1, 94 Dearborn Street, - - - -	1902.

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### HEADS OF DEPARTMENTS.

E. BENJAMIN ANDREWS, - - - - -	Superintendent.
DANIEL J. McMAHON, - - - - -	Attorney
JOHN A. GUILFORD, - - - - -	Business Manager
THOMAS J. WATERS, - - - - -	Chief Engineer
GEORGE G. CUSTER, - - - - -	Auditor
JOHN W. FOSTER, - - - - -	Superintendent of Supplies
WILLIAM B. MUNDIE, - - - - -	Architect
LOUIS C. LEGNER, - - - - -	Clerk and School Agent

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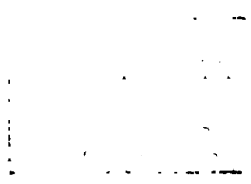
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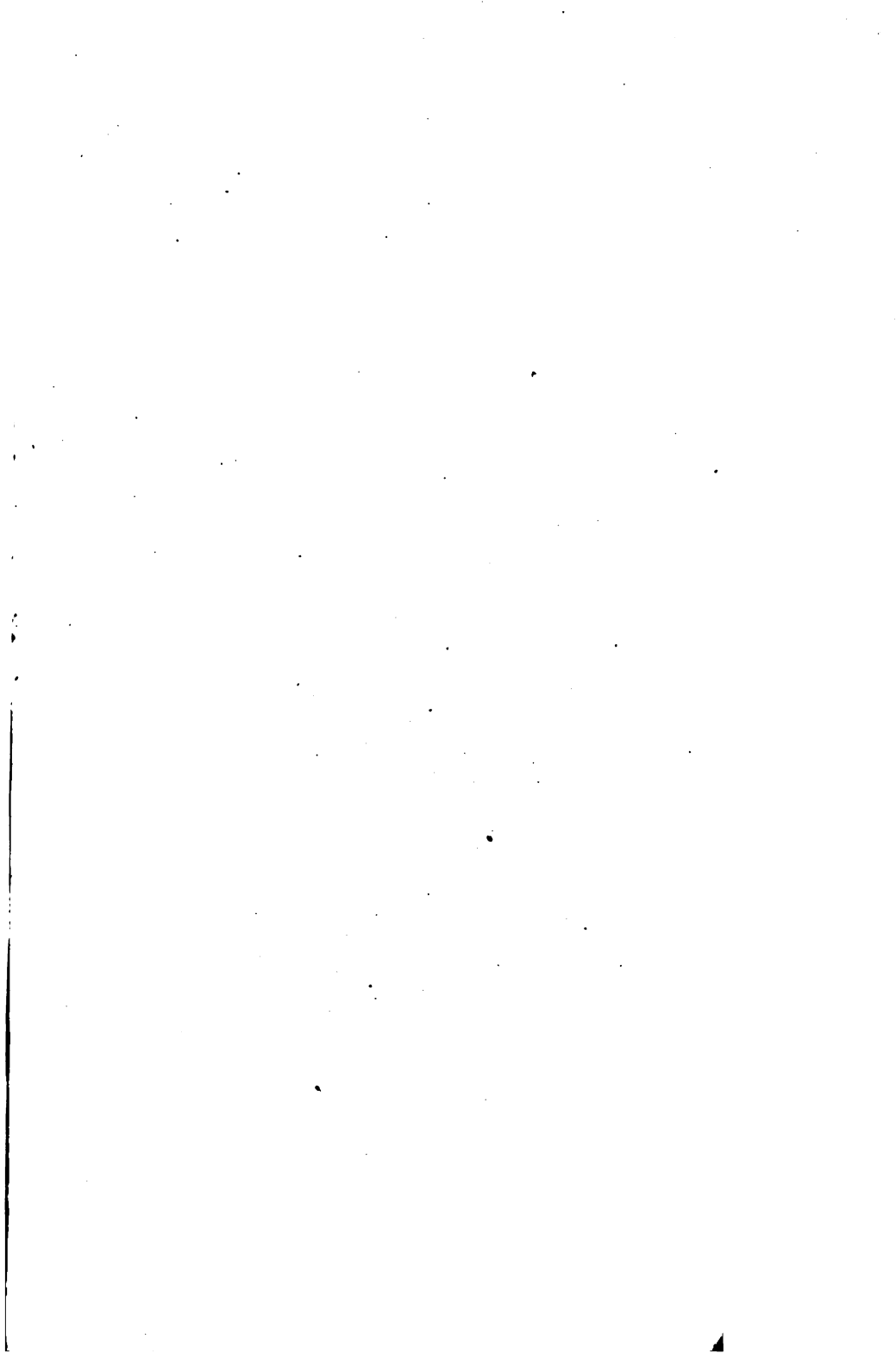


LIBRARY—NORMAL SCHOOL, 68TH STREET AND STEWART AVENUE.



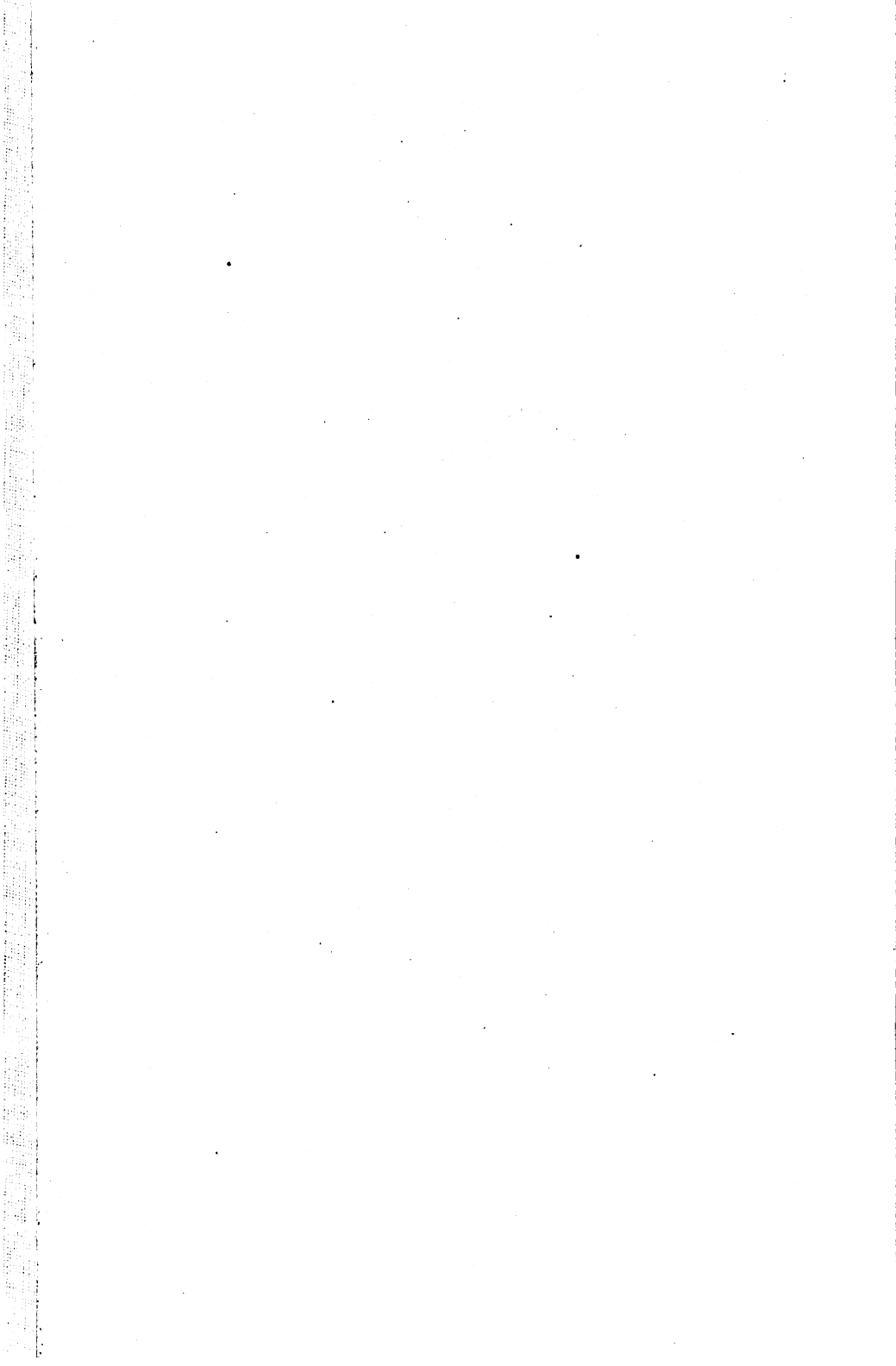
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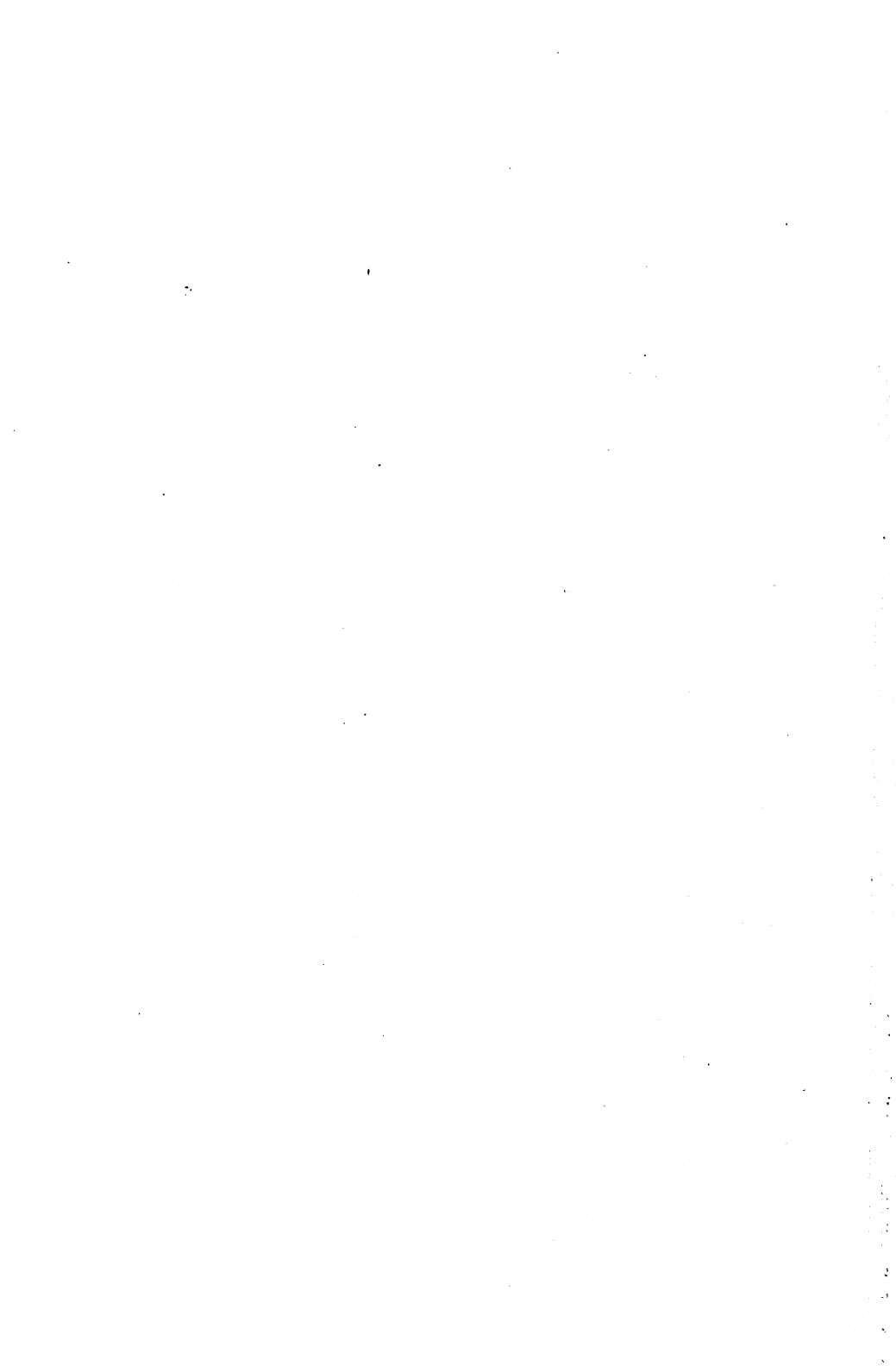
*Dr*











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